DOCUMENT RESUME

ED 125 220 EC 090 488

AUTHOR McCormack, James E., Jr.; And Others.
TITLE Educational Evaluation and Planning Package: Volume II; Mathematics, Language Development 2, Social Development.
INSTITUTION Massachusetts Center for Program Development and Evaluation, Medford.
PUB DATE Jun 76
NOTE 154p.; See EC 090 487 for a related document
AVAILABLE FROM Massachusetts Center for Program Development and Evaluation, 10 Hall Avenue, Medford, Massachusetts 02155 ($2.40)

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS *Checklists; Diagnostic Teaching; *Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; Exceptional Child Education; *Handicapped Children; *Individualized Instruction; Language Development; Mathematics; Social Development; *Student Evaluation
IDENTIFIERS *Individual Educational Plans; Student Evaluation Teams

ABSTRACT

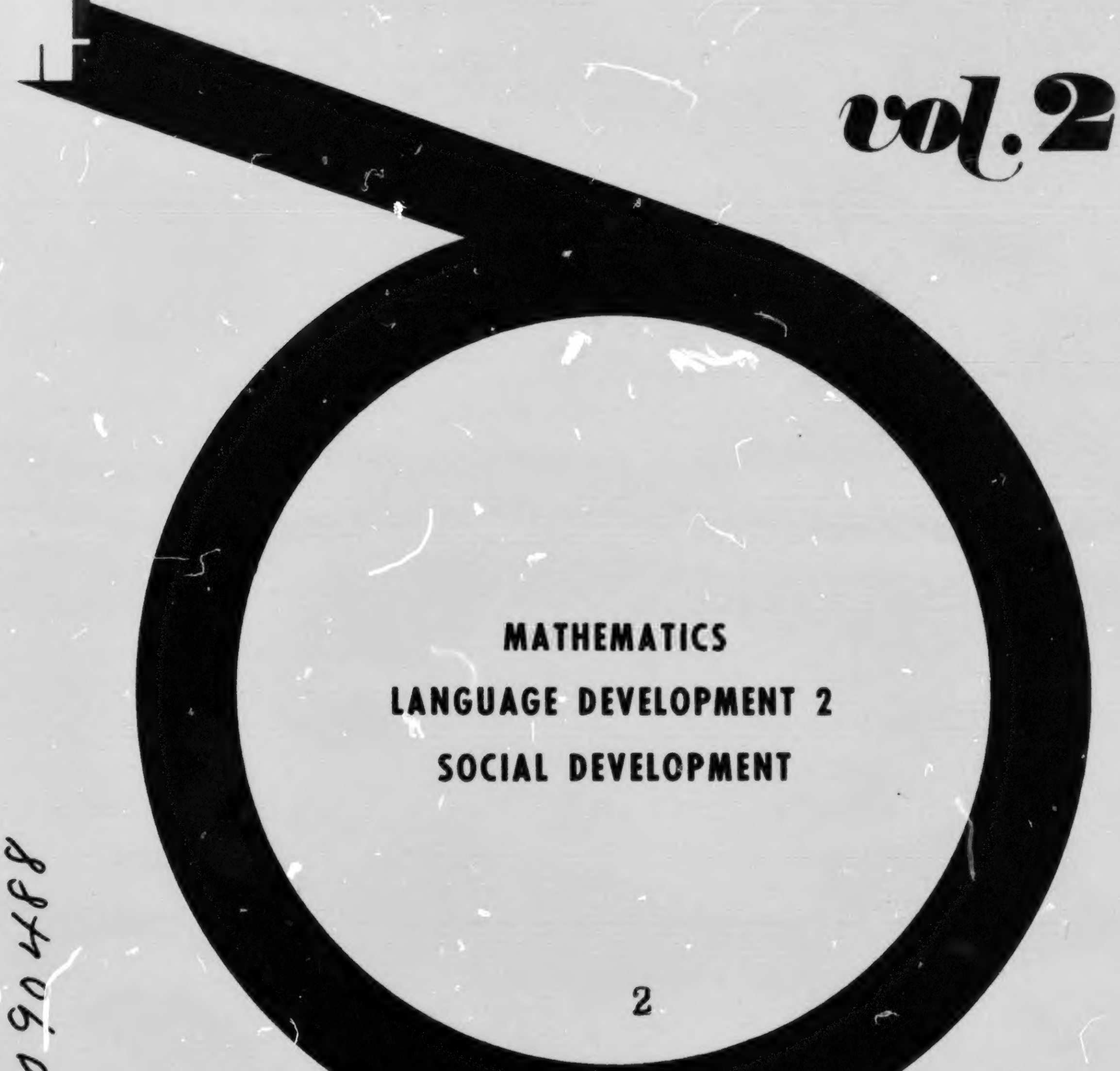
Designed by the Massachusetts Center for Program Development and Evaluation, the Educational Evaluation and Planning Package (volume 2) is noted to provide Core Evaluation Teams (CET) with information for developing an individualized educational plan for the child with special needs. Each of the skill area sections--mathematics, language development, and social development--has three major components: a screening device made up of items (such as "connects a dot-to-dot drawing") which summarize the range of skills within a cluster of specific performance statements; performance statements comprised of a list of related sub-areas (including decimals, spelling, and safety) which provide the CET with detailed information regarding the student's strengths, weaknesses, and patterns of performance; and next-step suggestions which are designed to facilitate decisions regarding objectives required in the development of integrated educational plans. Also provided for each skill area are a blank performance statement form and an objectives worksheet. (SB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED125220

educational evaluation and planning package

vol. 2



MATHEMATICS

LANGUAGE DEVELOPMENT 2

SOCIAL DEVELOPMENT

2

EC090488

sachusetts center for program development and evaluation

ED125220

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EDUCATIONAL EVALUATION AND PLANNING PACKAGE

VOLUME II

James E. McCormack, Jr.
Director
Massachusetts Center for Program Development and Evaluation

Debra Hart
Coordinator, Academic Skills
Massachusetts Center for Program Development and Evaluation

Lee E. Vorderer
Coordinator, Social Learning Skills
Massachusetts Center for Program Development and Evaluation

The preparation of this material was supported by Title VI B funds made available by contract with the Massachusetts Department of Education. Material in this document may be duplicated without permission. Additional copies are available from the Massachusetts Center for Program Development and Evaluation, for $2.40. Checks should be made payable to "Mass. Center Account #106B."

Massachusetts Center for Program Development and Evaluation
10 Hall Avenue
Medford, Massachusetts 02155

June, 1976

EC090488

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

James E. Mc Cormack

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

We gratefully thank the following individuals for their contributions to the development of this document.

Mathematics

Florence Feldman-Wood	Boston Public Schools
Anne Marie Fitzmaurice	University of Connecticut
Linda Hope	Simmons College
Howard Pien	Massachusetts Institute of Technology
Michelle Shuster	Simmons College
Linda Tarmy	Farr Academy
Thomas White	Quincy Public Schools

Language Development

Anne Cann	Amherst Regional Junior High
John Cawley	University of Connecticut
Jacqueline Dunaway	Mass. Center for Program Development
Michael Fimian	University of Oregon
Inez Hegarty	Mass. Department of Education
Pat Jacobs	W.E. Fernald State School
Jean Mooney	Boston College
Salvatore Pace	Lexington Public Schools
John Savage	Boston College

Social Development

Thelma Allem	Boxborough Public Schools
Hara Bouganim	W.E. Fernald State School
Mary Cunningham	Lesley College
Janet Fentin	Education Collaborative of Boston
Rick Fentin	SEEM Collaborative
Susan Hollister	Boston College Campus School
Chuck Howard	Shore Collaborative
Pat McClure	Newton Public Schools
Chris Valentyn	Shore Collaborative
Bella Vander Els	SEEM Collaborative

We would like to thank the following individuals for their administrative assistance.

John Leaird
Anne Quick
Paula Sanford
Ona Savolskis

And a special thanks to the teachers of the Monson State School and the Belchertown State School for their patient cooperation in field testing drafts of this document.

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

ROBERT H. AUDETTE, PH.D.
Associate Commissioner
Division of Special Education

Dear Educator:

One of the basic concepts underlying Chapter 766 is that any student who is referred for special education services should receive a comprehensive educational evaluation. The information resulting from the various assessments included in the evaluation is essential to the development of individually appropriate educational plans. Most existing assessment devices do not provide the kind of detailed assessment information necessary to develop such plans.

It is our belief that the enclosed educational evaluation and planning package provides an excellent tool for Core Evaluation Teams to begin to address the kind of specificity that is necessary for quality educational plans. Used appropriately it provides the Core Evaluation Team with the required detail information necessary for both specifying the skills of the individual student, as well as identifying the appropriate objectives which should be attained during the school year.

While this effort does not represent in any way a final answer, I believe that it brings the process one step closer to being meaningful in the provision of individualized instruction to all special needs students. I endorse the use of the educational evaluation and planning package as a replacement for the rather lengthy list of performance statements which was included in the original Core Evaluation Manual.

I hope that this and future efforts on our part will be of assistance to you in the development of appropriate educational services for all of your students.

Sincerely,

Robert H. Audette
Associate Commissioner
Division of Special Education

RHA/bk

CONTENTS

INTRODUCTION VII

HOW TO USE THE EDUCATIONAL EVALUATION AND PLANNING PACKAGE . . . X

MATHEMATICS

- Introduction 1
- Screening Assessment 2
- Instructions for Performance Statements 10
- Performance Statements 12
    - sets 12
    - number/numeration 14
    - addition with whole numbers 16
    - subtraction with whole numbers 18
    - multiplication with whole numbers 20
    - division with whole numbers 22
    - fractions 24
    - decimals 26
    - ratio, proportion, percent 28
    - integers 30
    - time 31
    - money 34
    - linear 36
    - weight 38
    - liquid 40
    - dry 42
    - temperature 43
    - graphs 44
    - perimeter 45
    - area 46
    - volume 48
    - geometric shapes 50
    - geometric elements 51
- Blank Performance Statement Form 53
- Next Step Suggestions 54
- References 56

LANGUAGE DEVELOPMENT 2

- Introduction 58
- Screening Assessment A 59
- Screening Assessment B 62
- Instructions for Performance Statements 65
- Performance Statements
    - visual discrimination 67
    - aural discrimination 69
    - graphomotor expression 71
    - communication 72

literal comprehension 75
interpretative comprehension 77
composition 80
reading 84
Supplementary Skills 86
structured composition 87
information retrieval 89
spelling 91
punctuation 94
Blank Performance Statement Form 95
Next Step Suggestions 96
Appendix 98
References 100

SOCIAL DEVELOPMENT

Introduction 103
Screening Assessment 104
Instructions for Performance Statements 108

Performance Statements

safety 110
time telling 113
completing a business form 114
letter writing 115
telephone use 116
recreation 117
money and banking 118
shopping 120
travel 121
restaurant use 123
rest room use 125
sex education 126
emotional development 128
medical management 131
Blank Performance Statement Form 135
Next Step Suggestions 136
References 137

OBJECTIVES WORKSHEET 139

REVISION SUGGESTION SHEET 141

INTRODUCTION

Background Information on the Core Evaluation Assessment Process

In an attempt to ensure that meaningful educational opportunities are provided for all children with special needs, Massachusetts' comprehensive special education law, Chapter 766 (of the Acts of 1972), requires an intensive evaluation of the referred child's educational needs. Specifically, the law establishes minimum standards for educational assessment procedures and placement decisions. The evaluation procedure consists of two elements: first, a series of detailed assessments to identify the child's educational needs, and second, a planning process to develop a prescriptive educational plan that meets those needs.

In the belief that a multi-disciplinary approach provides the most effective means of determining individual educational needs, Chapter 766 requires that educational assessments be made by an evaluation team. The Core Evaluation Team (CET) is staffed to enable it to perform all the assessments necessary to develop a comprehensive individualized educational plan. The Core Evaluation process includes medical, intellectual, social, emotional and educational assessments of the child's development (by parents, teachers, psychologists, administrators, students over fourteen, etc.). Once the assessment information has been collected, the CET then develops an individually-appropriate educational plan which includes specific instructional objectives. The entire effort is designed to shift the emphasis in educational assessment and planning from the categorical group to the individual child.

The development of educational plans with specific objectives requires that assessment results be reported in clear, concise and measurable statements. In order to ensure that assessments result in accurate statements pertaining to a child, the Massachusetts Department of Education has prescribed procedures to be followed in reporting assessment results and in developing educational plans. Those procedures result from a comprehensive review of the literature relating to the assessment of educational needs. The Department's recommendations include a process in which the various evaluators (parents, teachers, specialists, etc.) record their perceptions of the student's ability to perform specific measurable skills, such as, puts on hat, walks down stairs one at a time, adds single digit numbers not requiring carrying, etc. To assist evaluators in their observations, the Department produced the "Reference Guide to Performance Statements" (Core Evaluation Manual, 1974). The guide includes performance statement checklists in the following skill areas: motor development, activities of daily living, expressive and receptive language, reading, quantitative reasoning, and socialization.

Using these checklists, the evaluators can report the assessment results in terms of the checklist's performance statements. The assessment team can use the statements to determine appropriate goals and develop the "specific objectives" section of the educational plan. Performance statements provide a common language for communication among team members and for later analysis of the student's progress. Because of their format, which is generally developmental, the checklists also assist teams in drafting plans that meet the criteria established by the Department for educational plans: that plans a) be developmentally rational, b) reflect parental priorities, c) relate to the student's movement toward a less-restrictive educational setting, and d) be measurable.

Development of the Educational Evaluation and Planning Package

In September 1975, the Massachusetts Center for Program Development and Evaluation, at the request of the Massachusetts Department of Education, initiated a project designed to provide Core Evaluation Teams with an Educational Evaluation and Planning Package that would replace the performance statements section of the Core Evaluation Manual. The existing performance statements evaluation system had been in use since December 1974, and considerable experience had been gained by Core Evaluation Team (CET) personnel regarding the problems encountered in implementing the system. To take advantage of this valuable experience, the Center formed advisory committees of experienced personnel around each of the "Performance Statements" skill areas: Activities of Daily Living, Motor Development, Language Development, Social Development and Mathematics.

The initial review of a year's experience by the advisory groups resulted in the following general suggestions regarding revisions:

1. a screening device was required that would allow an assessor to pinpoint specific areas needing extensive assessment, thus reducing the time required to complete the assessment;
2. revisions were necessary in the format used for each statement to provide team members with more information about the learner's current strengths and weaknesses;
3. a device was needed to assist team members in determining the order in which skills should be sequenced for training.

Following these recommendations, the Center developed the Educational Evaluation and Planning Package to facilitate the assessment process, to provide more informative statement formats and to assist teams in determining appropriate objectives. The package is not a "final answer," but rather a reference tool that may be utilized during the various stages of the CET process.

HOW TO USE THE EDUCATIONAL EVALUATION AND PLANNING PACKAGE

Despite its varied possible uses (referral, pre-evaluation, evaluation, plan development and implementation), the Educational Evaluation and Planning Package has been designed primarily for use as a reference manual in the evaluation and development stages of the CET process. Consequently, each of the skill area sections has three major components:

1. Screening device: broadly stated items which summarize the range of skills within a cluster of specific performance statements. The screening device is designed to expedite the use of the performance statements by directing the evaluators' attention to those Sub-Areas requiring detailed assessment.
2. Performance Statements: a list (of skills) organized into related Sub-Areas which, when assessed, will provide the team with detailed information regarding the student's strengths, weaknesses, and patterns of performance.
3. Next-step suggestions: aids designed to facilitate decisions regarding next-step objectives required in the development of integrated educational plans. These charts and/or reference tools are provided to give an overview of skill sequences and the interrelationship of the skill clusters.

Also provided are a) a blank reporting form at the end of each skill area section which can be photocopied and used for recording additional statements appropriate to that skill area, and b) an "objectives worksheet" which can be used to develop performance statements into behavioral or instructional objectives.

It is recommended that the Educational Evaluation and Planning Package be used by CETs in the following manner. The CET chairperson provides the appropriate skill area screening device to the evaluator. The evaluator completes this form and returns it to the CET chairperson, who then gives the evaluator the performance statement clusters which, as indicated by the screening results, require further assessment. The evaluator completes the performance statements assessment and returns it to the chairperson. The team then uses the information to determine and write appropriate instructional goals and objectives. The next-step aids are used to assist the team in determining the order in which objectives should be undertaken. By following this process, the Educational Evaluation and Planning Package, when used in conjunction with other assessment materials, can provide the CET with the information needed to develop comprehensive individually-appropriate educational plans

* All materials in the Educational Evaluation and Planning Package may be photocopied. To assist in photocopying, it is recommended that the materials be placed in a three-ring binder.

* "The Rationale for the Educational Evaluation and Planning Package," a paper describing the research basis for the Package, may be obtained by writing to the Massachusetts Center for Program Development and Evaluation, 10 Hall Avenue, Medford, Massachusetts 02155.

Bibliography

Albin, T. Relationships of IQ and previous work experience to success in sheltered employment. *Mental Retardation*, 1973, *11*, (3).

Barnes, E. Cultural retardation or shortcomings of assessment techniques. In R. Jones and D. McMillan (eds.), *Special Education in Transition*. Boston: Allyn and Bacon, 1973.

Cain, L., Levine, S., and Elzey, F. *The Cain-Levine Social Competency Scale: Manual*. Palo Alto: Consulting Psychologists Press, 1963.

Clark, G. *A Synopsis of Mental Retardation*. Elwyn, Pennsylvania: Elwyn Institute, 1967.

Freeman, F. *Theory and Practice of Psychological Testing*. New York: Holt, Rinehart and Winston, 1962.

Hammill, D. Evaluating children for instructional purposes. *Academic Therapy*, 1971, *4*, 119-132.

Lindsley, O. Direct measurement and prosthesis of retarded behavior. In R. Jones (ed.), *New Directions in Special Education*. Boston: Allyn and Bacon, 1970.

Massachusetts Department of Education, Division of Special Education. *Core Evaluation Manual* (First Edition). Bedford, Massachusetts: Institute for Educational Services, Inc., 1974.

Mercer, J. *Labeling the Mentally Retarded*. Berkeley: University of California Press, 1973.

Nunnally, J. *Educational Measurement and Evaluation*. New York: McGraw Hill Book Company, 1964.

Rammanauska, S., and Burrow, W. WISC profiles: Above average and mentally retarded readers. *Mental Retardation*, 1973, *11*, (2).

Robinson, H., and Robinson, N. *The Mentally Retarded: A Psychological Approach*. New York: McGraw Hill, 1965.

Throne, J. The assessment of intelligence: Towards what end. *Mental Retardation*, 1972, *10*, (5).

Wolfensberger, W. Vocational preparation. In A. Baumeister (ed.), *Mental Retardation: Appraisal, Education and Rehabilitation*. Chicago: Alpine Company, 1967.

MATHEMATICS

Introduction

The Mathematics area of the Educational Evaluation and Planning Package is intended to be used to assess number/numeration, sets, addition with whole numbers, subtraction with whole numbers, multiplication with whole numbers, division with whole numbers, fractions, integers, decimals, ratio, proportion and percent, time measures, money, temperature measurement, weight, linear measurement, liquid measurement, dry measurement, graphs, perimeter, area, volume measurement, geometric shapes, and geometric elements. The components of this area are:

1) Mathematics Screening Assessment Device: This tool is designed to expedite the use of the Mathematical Performance Statements by providing an overview of the skills listed under this area. The screen allows the evaluator to determine which Sub-Areas require in-depth assessment.

2) Mathematics Performance Statement: These performance statements, which are arranged by Sub-Area (e.g., integers, weight) and Goal (e.g., identifies time in whole hour, half hour, quarter hour, and minute intervals), describe specific skills (e.g., manipulates big and little hands on a clock face). By marking appropriate response categories the evaluator indicates the student's current level of performance with regard to each skill.

3) Next Step Suggestions: These suggestions, including a next step chart, are intended to indicate a general skill hierarchy within the Mathematics area.

These three components, when used in conjunction with other assessment materials, are intended to provide the CET with the information necessary to develop individually appropriate mathematics objectives.

Mathematics Screening Assessment

The Mathematics Screening Assessment is designed to assist in the identification of those Mathematics areas in which the student may require a more complete assessment. The goals listed above the performance statements (consecutively numbered 1 through 77) make up the items on the screening device. They are organized according to Sub-Areas and are intended to give a comprehensive picture of the material covered in each Sub-Area.

It is suggested that the evaluator read the behavior definitions on page 10 before beginning the assessment to help ensure that he/she understands the nature of the behavior being assessed.

For each screening item, check "Yes" if the student performs the skill, check "No" if the student does not perform the skill, and check "N/A" if whatever prevents the performance is not remediable through instructional intervention.

In cases where all screening items are marked "Yes" and/or "N/A," the screening assessment can serve as the complete Mathematics assessment. In cases where a screening item(s) is marked "No," the evaluator should find the Sub-Area where the item number appears and assess all performance statements within that Sub-Area. Because the Sub-Areas assessed within Mathematics do not follow a developmental progression, it will be necessary to complete the screening device for each student assessed, regardless of the number of "No" or "N/A" responses in any Sub-Area.

Mathematics Screening Device

	Yes	No	N/A
SUB-AREA: SETS			
1. Constructs the intersection and union of two sets.	☐	☐	☐
2. Constructs disjoint, empty (null), finite, and infinite sets.	☐	☐	☐
3. Constructs a Venn Diagram to represent any given set(s).	☐	☐	☐
SUB-AREA: NUMBER/NUMERATION			
4. Counts from 1-100.	☐	☐	☐
5. Counts by two's, five's, and ten's to a hundred.	☐	☐	☐
6. Identifies numbers before and after any number.	☐	☐	☐

	Yes	No	N/A
7. Identifies number(s) between any two numbers.	☐	☐	☐
8. Identifies the place value of all digits in a four digit number.	☐	☐	☐
9. Computes by rounding off numbers to nearest one's, ten's, hundred's, and thousand's.	☐	☐	☐
10. Converts Hindu-Arabic numbers to Roman numerals.	☐	☐	☐
11. Computes prime and composite numbers (for a number).	☐	☐	☐
12. Computes the multiples of a number.	☐	☐	☐
SUB-AREA: ADDITION WITH WHOLE NUMBERS			
13. Identifies that changing the order of the numerals in an addition equation does not change the answer (i.e., A + B = B + A).	☐	☐	☐
14. Constructs two equal equations by grouping the numbers in an addition problem differently (i.e., A + (B + C) = (A + B) + C).	☐	☐	☐
15. Computes by adding a multidigit number containing the numeral 0 to a multidigit number which does not contain a 0.	☐	☐	☐
16. Computes by adding multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.	☐	☐	☐
SUB-AREA: SUBTRACTION WITH WHOLE NUMBERS			
17. Computes by subtracting 0 from any number which does not contain a 0.	☐	☐	☐
18. Computes by subtracting multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.	☐	☐	☐

	Yes	No	N/A
SUB-AREA: MULTIPLICATION WITH WHOLE NUMBERS			
19. Constructs two equal equations by grouping the numbers in a multiplication problem differently (i.e., A x (B x C) = (A x B) x C).	☐	☐	☐
20. Computes by multiplying a three digit number, containing the numerals 0 and 1, by a three digit number which does not contain the numerals 0 and 1.	☐	☐	☐
21. Computes by multiplying multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.	☐	☐	☐
SUB-AREA: DIVISION WITH WHOLE NUMBERS			
22. Identifies that dividing a number by itself will always yield an answer of one (i.e. A ÷ A = 1).	☐	☐	☐
23. Computes by dividing a number containing the numerals 0 and 1 by a multidigit number which does not contain the numerals 0 and 1.	☐	☐	☐
24. Computes by dividing multidigit numbers with a remainder.	☐	☐	☐
SUB-AREA: FRACTIONS			
25. Computes the reciprocal of any fractional number as the number that is obtained by interchanging the numerator and the denominator.	☐	☐	☐
26. Computes by adding, subtracting, multiplying, and dividing proper fractions, mixed numbers, improper fractions, all with unlike denominators.	☐	☐	☐
SUB-AREA: DECIMALS			
27. Computes by adding, subtracting, multiplying, and dividing any decimal fractions with regrouping.	☐	☐	☐

	Yes	No	N/A
SUB-AREA: RATIO, PROPORTION, AND PERCENT			
28. Identifies proportions and percents as ratios.	☐	☐	☐
29. Computes a proportion showing the product of the means as equal to the product of the extremes.	☐	☐	☐
30. Converts two fractions (ratios) to percent form.	☐	☐	☐
31. Computes by adding, subtracting, multiplying, and dividing percents by changing percents to decimal form first.	☐	☐	☐
32. Computes the percentage of a number.	☐	☐	☐
SUB-AREA: INTEGERS			
33. Identifies integers on both sides of "0" on a number line.	☐	☐	☐
34. Computes by adding, subtracting, multiplying, and dividing any two integers.	☐	☐	☐
SUB-AREA: TIME			
35. Constructs a calendar showing year, months, and days.	☐	☐	☐
36. Identifies time in whole hour, half hour, quarter hour, and minute intervals.	☐	☐	☐
37. Converts time to equivalent specified units (e.g., 25 days = n weeks, n days).	☐	☐	☐
38. Identifies approximate lapse of time without the use of a clock.	☐	☐	☐
39. Computes by adding, subtracting, multiplying, and dividing any given time measures involving regrouping.	☐	☐	☐

	Yes	No	N/A
SUB-AREA: MONEY			
40. Counts correct change for any given amount of money.	☐	☐	☐
41. Computes price per unit of an item.	☐	☐	☐
42. Computes by adding, subtracting, multiplying, and dividing money with regrouping.	☐	☐	☐
SUB-AREA: LINEAR			
43. Measures given objects to the nearest fractional part of an inch/meter.	☐	☐	☐
44. Identifies approximate length of any given object without a measuring device in English and metric units.	☐	☐	☐
45. Converts a unit of linear measure to any comparable unit of linear measure for English and metric units.	☐	☐	☐
46. Computes by adding, subtracting, multiplying, and dividing linear measures, with regrouping, in both English and metric units.	☐	☐	☐
SUB-AREA: WEIGHT			
47. Measures the weight of a given object in English and metric units.	☐	☐	☐
48. Converts a unit of weight to any comparable unit of weight for English and metric units.	☐	☐	☐
49. Identifies approximate weight of a given object in English and metric units.	☐	☐	☐
50. Computes by adding, subtracting, multiplying, and dividing weight measures, with regrouping, in both English and metric units.	☐	☐	☐

	Yes	No	N/A
SUB-AREA: LIQUID			
51. Measures capacity of any given container to nearest liquid measure in English and metric units.	☐	☐	☐
52. Converts a unit of liquid measure to any comparable unit of liquid measure for English and metric units.	☐	☐	☐
53. Identifies approximate capacity of any given container without a measuring device in English and metric units.	☐	☐	☐
54. Computes by adding, subtracting, multiplying, and dividing liquid measures, with regrouping, in both English and metric units.	☐	☐	☐
SUB-AREA: DRY			
55. Measures the capacity of any given container to the nearest dry measure in English and metric units.	☐	☐	☐
56. Identifies the approximate capacity of a container without a measuring device in English and metric units.	☐	☐	☐
57. Computes the relationship between any comparable units of dry measure for both English and metric units.	☐	☐	☐
58. Computes by adding, subtracting, multiplying, dividing dry measures, with regrouping, in both English and metric units.	☐	☐	☐
SUB-AREA: TEMPERATURE			
59. Measures given temperature using Fahrenheit and Celsius scales.	☐	☐	☐
60. Computes the distance from the freezing or boiling point given a Fahrenheit/Celsius temperature.	☐	☐	☐

	Yes	No	N/A
61. Identifies approximate temperature without the use of a measuring device in Fahrenheit and Celsius.	☐	☐	☐
62. Computes by adding, subtracting, multiplying, and dividing temperature measures with regrouping.	☐	☐	☐
SUB-AREA: GRAPHS			
63. Identifies types of graphs: pictorial graphs, number lines, bar graphs, broken line graphs, circle graphs.	☐	☐	☐
64. Computes comparisons of data of any graph.	☐	☐	☐
SUB-AREA: PERIMETER			
65. Computes perimeter of any given closed geometric figure.	☐	☐	☐
SUB-AREA: AREA			
66. Computes area of any closed geometric figure by choosing correct formula in English and metric units.	☐	☐	☐
67. Computes surface area of a 3-dimensional figure by choosing correct formula in English and metric units.	☐	☐	☐
68. Computes by adding, subtracting, multiplying, and dividing units of area.	☐	☐	☐
SUB-AREA: VOLUME			
69. Measures volume of a 3-dimensional figure in English and metric units.	☐	☐	☐
70. Computes volume of a 3-dimensional figure by choosing the correct formula in English and metric units.	☐	☐	☐

	Yes	No	N/A
71. Computes by adding, subtracting, multiplying, and dividing 3 units of volume measure in English and metric units.	☐	☐	☐

SUB-AREA: GEOMETRIC SHAPES

	Yes	No	N/A
72. Identifies geometric shapes (simple and 3-dimensional) and the parts of any geometric shape.	☐	☐	☐
73. Constructs geometric shapes without using compass.	☐	☐	☐
74. Constructs geometric shapes using compass.	☐	☐	☐

SUB-AREA: GEOMETRIC ELEMENTS

	Yes	No	N/A
75. Identifies geometric elements -- point, line, line segment, angle, curve, ray, plane.	☐	☐	☐
76. Constructs intersecting, parallel, and perpendicular geometric elements without using a compass.	☐	☐	☐
77. Measures geometric elements using a compass and a protractor.	☐	☐	☐

Mathematics Performance Statements

The Mathematics Performance Statements are arranged by Sub-Area (e.g., Time, Fractions) and Goal (e.g., identifies time in whole hour, half hour, quarter hour and minute intervals). The goals are numbered (1 through) to correspond to the screening assessment numbers. The evaluator uses the results of the screening to select the Sub-Areas which require more comprehensive assessment.

Listed under each Goal in a Sub-Area are specific performance statements. The evaluator indicates the student's performance by marking the appropriate response categories. The response categories are defined below:

A. Manipulates: Material is set up in a pattern and the student alters (i.e., arranges) what is there to form a response. Example - Given a set composed of 3 stars and 2 circles, all the same color, the student will manipulate the objects in such a manner that the end result will be 2 sets; one set containing 3 stars and the other set containing 2 circles.

B. Constructs: Student takes available material and builds a new product to form a response. Example - Given a cue to construct (build) a set of 5 objects that all contain one common characteristic (e.g., size, color, shape, etc.) the student will construct such a set.

C. Identifies: Student responds to cues in either oral, written, or physical (point to) mode. Example - Given 2 sets of objects, one set containing 3 members and the other set containing 5 members, the student will identify the set that contains more members.

D. Counts: Student names objects or numerals in a succession, one by one, groups, or by determining the total amount or number in a collection (this would include measuring). Example - Given dot pattern cards showing sets of 0-10 dots, the student will count while pointing to the appropriate card.

E. Sequences: Student orders objects/numerals in a specified manner. Example - Given a set of 5 pictures of objects of various heights, the student will sequence the pictures so that the objects are ordered from shortest to tallest.

F. Computes: Student performs arithmetic operations and conversions involving the use of an algorithm. Example - Given a set with 12 members, the student will divide the set into 2 equal subsets (compute what ½ of 12 is).

G. Not Applicable: This space should be used to indicate that performance was not observed and whatever prevents performance is not remediable through instructional intervention.

H. Comments: This space should be used to note any variables (e.g., rate, encouragement, verbal assistance, mechanical assistance) which the evaluator views as affecting the student's performance or to elaborate upon any cross(es)/diagonal lines in the other columns (e.g., rate at which student performs was slow and affected accuracy).

The categories represent various possible behaviors for the performance statement. To assist the evaluator, those behaviors most commonly assessed in relation to each performance statement are marked with a black dot ⊡; blank boxes indicate that the particular behavior is not generally required.

The evaluator indicates the student can perform the skill by placing a cross over the black dot ☒. If the student is currently learning the skill the evaluator would indicate this by placing a diagonal line over the black dot ⧄. In the example below, the evaluator placed a diagonal line over the dot under constructs to indicate that the student is in the process of learning the skill and then placed a cross over the black dot under identifies to indicate that the student was able to identify the big and little hands on a clock face.

SUB-AREA: TIME

GOAL(S):

Identifies time in whole hour, half hour, quarter hour, and minute intervals.

	Student Behavior(s)						
Performance Statements:	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/constructs	Not Applicable
• hands on a clock (big, little)		⧄	☒				

SUB-AREA: SETS

GOAL(S):

1. Constructs the intersection and union of two sets.
2. Constructs disjoint, empty (null), finite, and infinite sets.
3. Constructs a Venn Diagram to represent any given set(s).

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• a set(s) as a well defined collection of objects or ideas			●					
• set(s) using environmental material		●						
• elements/objects as belonging or not belonging to a specified set			●					
• a set(s) as instructed (e.g., according to attribute; comparison and positional relation)		●						
• elements/objects of a set in at least two different ways			●					
• the number of elements/objects in a given set			●					
• cardinal number as number of elements in a set			●					
• set with no elements as empty or null set		●	●					
• the number zero as corresponding to the empty set			●					
• sets according to the number of elements in each set from least to greatest					●			
• one-to-one correspondence between two sets of objects which have same number of elements		●	●					
• one-to-one correspondence between two sets of objects which have different numbers of elements		●	●					
• equal and unequal sets			●					
• equivalent and non-equivalent sets		●						
• sets which are intersecting (having common elements)		●	●					
• sets which are disjoint (no common elements)		●	●					
• all possible subsets of any given set		●	●					
• the union of two sets from two disjoint sets		●	●					
• the intersection of two sets		●	●					
• the intersection of two disjoint sets as the empty set		●	●					
• an infinite set			●					
• Venn Diagram(s)		●	●					
• Venn Diagram to represent two disjoint sets		●	●					

SUB-AREA: SETS

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	Student Behavior(s)							COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	
• Venn Diagram to represent the union of two or more sets		●	●					
• Venn Diagram to represent the subset of a given set		●	●					
• Venn Diagram to represent the intersection of two sets		●	●					

MATHEMATICS

SUB-AREA: NUMBER/NUMERATION

GOAL(S):

4. Counts from 1-100.
5. Counts bv two's, five's, and ten's to one hundred.
6. Identifies numbers before and after any number.
7. Identifies number(s) between any two numbers.
8. Identifies the place value of all digits in a four digit number.
9. Computes by rounding off numbers to nearest one's, ten's, hundred's, and thousand's.
10. Converts Hindu-Arabic numbers to Roman numerals.
11. Computes prime and composite numbers.
12. Computes the multiples of a number.

PERFORMANCE STATEMENTS:

	Student Behavior(s)							
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• positional relations - above, below, beside, under, over, in, on, before, after, top, bottom, left, right, in front, in back, down, inside, outside, off, first, last, beginning, end	●	●	●					
• comparison relations - higher, lower, smaller, larger, bigger, littler, taller, shorter, alike, different, more, less, long, short, fewer, all, some, same, equivalent	●	●	●					
• attribute relations - color, shape, size, texture (smooth, rough, soft, hard)	●	●	●					
• one-to-one correspondence between two groups of objects		●	●					
• numbers 1-10			●	●	●			
• numbers to word name 1-10			●					
• ordinal numbers first through tenth			●		●			
• ordinal position with written symbol first to tenth			●					
• words first to twentieth with written symbol			●					
• by two's to twenty, fifty, hundred				●				
• by five's to twenty, fifty, hundred				●				
• by ten's to twenty, fifty, hundred				●				
• numbers 0-99 in order			●	●	●			

MATHEMATICS

SUB-AREA: NUMBER/NUMERATION

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• a relationship of greater than, equal to or less than between 2 numbers		●	●					
• patterns from a complete pattern		●	●					
• patterns from an incomplete pattern		●	●					
• numbers from 0-100 when given numbers in random order					●			
• numbers before and after any number			●					
• number(s) between any two given numbers (e.g., numbers between 8 and 12)			●					
• even numbers (2-100)			●		●			
• odd numbers (1-99)			●		●			
• symbols 0-100 when name is given orally			●					
• the number of ones, tens, hundreds, thousands, represented by any number.			●					
• zero as a place holder			●					
• single digit numbers in the decimal system (0-9)			●					
• place value of any four-digit number			●					
• four-digit numbers in expanded notation (e.g., 45 = 4 tens and 5 ones)			●					
• different names for numbers (0-100) (e.g., 25 = 20 + 5; 30 - 5)			●					
• by rounding off numbers to nearest one's, ten's, hundred's, and thousand's						●		
• basic symbols of Roman numerals (I, V, X, L, C, D, M)			●					
• Hindu-Arabic numbers to Roman numerals (e.g., 1-I, 5-V, etc.)						●		
• prime numbers (e.g., 2, 3, 5, 7, 11, 13, etc.)			●			●		
• composite numbers			●			●		
• multiples of a number			●			●		

SUB-AREA: ADDITION WITH WHOLE NUMBERS

GOAL(S):

13. Identifies that changing the order of the numerals in an addition equation does not change the answer (i.e., A + B = B + A).

14. Constructs two equal equations by grouping the numbers in an addition problem differently (i.e., A + (B + C) = (A + B) + C).

15. Computes by adding a multidigit number containing the numeral 0 to a multidigit number which does not contain a 0.

16. Computes by adding multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• putting two or more small groups together to make a large group	●							
• parts of an addition equation (answer, addition sign +, = sign)		●	●					
• words related to addition - plus, sum, greater than, add			●					
• addition facts with sums less than ten (vertical format)						●		
• addition facts with sums less than ten (horizontal format)						●		
• using correct alignment of numbers in an addition equation			●			●		
• illustrating that changing the order of the numbers in an addition problem does not affect the answer (Commutative Property - i.e., A + B = B + A).			●			●		
• illustrating that adding zero to any number will always yield the original number (Identity Element - i.e., A + 0 = A)			●			●		
• illustrating that grouping the numbers of an addition problem differently does not affect the answer (Associative Property - A + (B + C) = (A + B) + C)			●			●		
• a picture for an addition expression			●					
• missing sums/numbers in an addition equation (e.g., 4 + /_/ = 9; 4 + 5 = /_/; sums to 9)			●			●		
• a column addition problem with one digit numbers (sums to 9)						●		
• addition facts with sums greater than ten (vertical format)						●		
• addition facts with sums greater than ten (horizontal format)						●		
• by adding two one-digit numbers without regrouping						●		

MATHEMATICS

SUB-AREA: ADDITION WITH WHOLE NUMBERS

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• by adding two two-digit numbers without regrouping (sums greater than ten)						●		
• by adding two three-digit numbers without regrouping (sums greater than ten)						●		
• a column of addition problem(s) with one, two, or three-digit numbers without regrouping						●		
• missing sums/numbers in an addition equation (sums/numbers greater than ten) (e.g., 10 + □ = 21; 10 + 11 = □)			●			●		
• by adding a two-digit number to a one-digit number with regrouping in ten's place						●		
• by adding a two-digit number to a two-digit number with regrouping in ten's place						●		
• by adding a three-digit number to a two-digit number with regrouping in hundred's place only						●		
• by adding a three-digit number to a three-digit number with regrouping in both hundred's and ten's places						●		
• by adding a three-digit number to a four-digit number with regrouping in the thousand's, hundred's, and ten's places						●		
• by adding any pair of whole numbers with regrouping in all places						●		
• a column addition problem(s) with one, two, three-digit numbers with regrouping						●		
• missing sums/numbers in an addition equation (with regrouping) (e.g., 25+/_/=62;/_/+37=62)						●		
• by estimating an answer for an addition equation (by rounding off numbers) (e.g., 193 + 220 is 200 + 200 or 400)			●			●		
• using subtraction to check addition problems						●		
• word problems involving addition						●		

SUB-AREA: SUBTRACTION WITH WHOLE NUMBERS

GOAL(S):

17. Computes by subtracting 0 from any number which does not contain a 0.

18. Computes by subtracting multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• parts of a subtraction equation (minus sign, answer, =)		●	●					
• words related to subtraction - take away, less than, minus, remainder			●					
• subtraction facts with answer less than ten (vertical format)						●		
• subtraction facts with answer less than ten (horizontal format)						●		
• correct alignment of numbers in a subtraction equation		●	●					
• illustrating that when zero is subtracted from a number the difference is that number (i.e., A - 0 = A)			●			●		
• illustrating that when any number is subtracted from itself the answer is zero (i.e., A - A = 0)			●			●		
• a picture for a subtraction expression			●					
• missing answers/numbers in a subtraction equation (e.g., 8 - 11 = 5; /_/ - 2 = 5) (answers less than ten)			●			●		
• subtraction facts with answers greater than ten (vertical format)						●		
• subtraction facts with answers greater than ten (horizontal format)						●		
• by subtracting two one-digit numbers without regrouping						●		
• by subtracting two two-digit numbers without regrouping (differences greater than 10)						●		
• by subtracting two three-digit numbers without regrouping (differences greater than ten)						●		
• missing differences/numbers in a subtraction equation (differences/numbers greater than ten)(e.g., 21 - /_/ = 10;21 - 11 = /_/)			●			●		
• by subtracting a one-digit number from a two-digit number with regrouping in ten's place						●		
• by subtracting a two-digit number from a two-digit number with regrouping in ten's place						●		
• by subtracting a two-digit number from a three-digit number with regrouping in hundred's place only						●		
• by subtracting a three-digit number from a three-digit number with regrouping in both hundred's and ten's place						●		

SUB-AREA: SUBTRACTION WITH WHOLE NUMBERS

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• by subtracting a three-digit number from a four-digit number with regrouping in thousand's, hundred's, and ten's places						●		
• by subtracting a four-digit number from a four-digit number with regrouping all the way						●		
• missing differences/numbers in a subtraction equation (with regrouping) (e.g., 62 - /_/ = 25; /_/ - 37 = 25)			●					
• by estimating an answer for a subtraction equation (by rounding off numbers) (e.g., 220 - 193 is 200 - 200 or 0)						●		
• using addition to check subtraction problems						●		
• word problems involving subtraction						●		

SUB-AREA: **MULTIPLICATION WITH WHOLE NUMBERS**

GOAL(S):

19. Constructs two equal equations by grouping the numbers in a multiplication problem differently (i.e., A x (B x C) = (A x B) x C).

20. Computes by multiplying a three digit numbers, containing the numerals 0 and 1, by a three-digit number which does not contain the numerals 0 and 1.

21. Computes by multiplying multidigit numbers with regrouping in the ten's, hundred's, and thousand's place.

PERFORMANCE STATEMENTS:	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• multiplication as repeated addition (e.g., 2+ 2 + 2 = 6)			●					
• multiplication as "N groups of N make N" (e.g., 2 groups of 3 make 6)			●					
• parts of a multiplication equation (answer, multiplier, multiplication sign)			●					
• words related to multiplication (times, multiplier)			●					
• picture(s) for a multiplication equation			●					
• multiplication facts (0-12) (vertical format)						●		
• multiplication facts (0-12)(horizontal format)						●		
• correct alignment of numbers in a multiplication equation			●					
• illustrating that changing the order of the numbers does not affect the answer (Commutative Property - A x B = B x A)						●		
• illustrating that grouping the numbers in a multiplication problem differently does not affect the answer (Associative Property— A x (B x C) = (A x B) x C)						●		
• illustrating that any number multiplied by one is itself (Identity Element - A x 1 = A)						●		
• illustrating that any number multiplied by zero is zero (Property of 0 - A x 0 = 0)				●		●		
• by multiplying when two numbers have a common numeral showing: a) (2x5) + (4x5) = 10+20=30 b) (2x5) + (4x5) = (2+4) x 5=30 6 x 5 = 30						●		
• by multiplying a 2-digit number by a one-digit number without regrouping						●		
• by multiplying a three-digit number by a one-digit number with regrouping						●		
• by multiplying a four-digit number by a one-digit number with regrouping						●		
• by multiplying a two-digit number by a two-digit number with regrouping						●		
• by multiplying a three-digit number by a two-digit number with regrouping						●		

SUB-AREA: MULTIPLICATION WITH WHOLE NUMBERS

GOAL(S):

(See previous page).

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• by multiplying a four-digit number by a two-digit number with regrouping						●		
• by multiplying a two-digit number by a three-digit number with regrouping						●		
• by multiplying a three-digit number by a three-digit number with regrouping						●		
• by multiplying a four-digit number by a three-digit number with regrouping						●		
• by multiplying a two-digit number by a four-digit number with regrouping						●		
• by multiplying a three-digit number by a four-digit number with regrouping						●		
• by multiplying a four-digit number by a four-digit number with regrouping						●		
• by multiplying any two numbers containing one or more zeros						●		
• the solution for a multiplication equation so that both sides of the equation are equal (e.g., /_/ x (155 x 22) = (/_/ x 155) x 22), 5 x 15 = (/_/ x 10) + (/_/ x 5)						●		
• an approximate answer for a multiplication equation (e.g., 68 x 52 or 70 x 50)			●			●		
• using division to check multiplication problems						●		
• word problems involving multiplication						●		

SUB-AREA: DIVISION WITH WHOLE NUMBERS

GOAL(S):

22. Identifies that dividing a number by itself will always yield an answer of one (i.e., $A \div A = 1$).

23. Computes by dividing a number containing the numerals 0 and 1 by a multidigit number which does not contain the numerals 0 and 1.

24. Computes by dividing multidigit numbers with a remainder.

PERFORMANCE STATEMENTS:	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• division as repeated subtraction			●			●		
• division as "how many groups of N in N" (e.g., how many groups of 3 in 6)			●			●		
• terms and symbols of division (divisor, dividend, quotient, ÷, divided by, into, remainder)			●					
• picture(s) for a division equation			●					
• division facts (0-12) (vertical format)						●		
• division facts (0-12) (horizontal format)						●		
• division as the inverse of multiplication			●					
• illustrating that division by zero is undefined (meaningless)			●					
• illustrating that zero divided by a non-zero number is always zero (i.e., $0 \div A = 0$)						●		
• illustrating that any number divided by 1 is that number (Identity - i.e., $A \div 1 = A$)						●		
• illustrating that any number divided by itself is always 1 ($A \div A = 1$)						●		
• illustrating that division is distributive over addition (i.e., $(A + B) \div C = (A \div C) + (B \div C)$)						●		
• missing number when one number and the answer is given (i.e., $A \div /\_/ = B$)			●			●		
• by dividing a one-digit number by a one digit number with no remainder						●		
• by dividing a two-digit number ending in zero by a one digit number with no remainder						●		
• by dividing a two-digit number by a two digit number with no remainder						●		
• by dividing a two or three-digit number by a two digit number with no remainder						●		
• by dividing a one-digit number by a one digit with a remainder						●		
• by dividing a two-digit number by a one digit number with a remainder						●		
• by dividing a three-digit number by a one digit number with a remainder						●		

SUB-AREA: DIVISION WITH WHOLE NUMBERS

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	Student Behavior(s)							COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	
• by dividing a two-digit number by a two digit number with a remainder						●		
• by dividing a three-digit number by a two digit number with a remainder						●		
• by dividing a three-digit number by a three digit number with a remainder						●		
• by dividing a three or four-digit number by a three or four digit number with a remainder						●		
• by estimating an answer for a division equation (e.g., 395 ÷ 22 or 400 ÷ 20)			●			●		
• using multiplication to check division problems						●		
• word problems involving division						●		

SUB-AREA: FRACTIONS

GOAL(S):

25. Computes the reciprocal of any fractional number as the number that is obtained by interchanging the numerator and the denominator.

26. Computes by adding, subtracting, multiplying, and dividing proper fractions, mixed numbers, improper fractions, all with unlike denominators.

PERFORMANCE STATEMENTS:	Student Behavior(s) manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• one half of an object		●	●					
• one third of an object		●	●					
• one fourth of an object		●	●					
• one half, one third, one fourth from largest to smallest					●			
• terms and parts of fractions - numerator, denominator, and fraction line			●					
• one or more equal parts of a whole	●	●	●					
• correct numerator to make the value of a fraction equal to one when given a denominator			●			●		
• equivalent fractions for a given fraction			●			●		
• whole numbers as fractions			●			●		
• which fractional numbers with unlike denominators is greater/less (denominators 2, 3, 4, 6, or 8)			●					
• a mixed number as an improper fraction (e.g., 1 1/2 = 3/2)			●			●		
• an improper fraction as a mixed number (e.g., 22/7 = (7+7+7+1)/7 =7/7 + 7/7 + 7/7 +1/7=3 1/7			●			●		
• other names for the same fraction (e.g., 2/3 = 4/6, 6/9, 8/12, etc.)			●			●		
• from three fractional numbers, which one is between the other two			●					
• fractions to lowest terms			●			●		
• least common denominator for two or more fractions			●			●		
• by adding fractions with like demoninators.						●		
• by adding two mixed numbers with like denominators (no regrouping)						●		
• by adding two mixed numbers with like denominators (with regrouping)						●		
• by adding two (proper) fractional numbers with unlike denominators						●		
• by adding two mixed numbers with unlike denominators (by changing to equivalent fractions with like denominators)						●		

SUB-AREA: FRACTIONS

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• by subtracting a mixed number and a fraction number with like denominators						●		
• by subtracting a proper fraction from a whole number						●		
• by subtracting a whole number and a mixed number						●		
• by subtracting two mixed numbers with like denominators (no regrouping)						●		
• by subtracting two mixed numbers with like denominators (with regrouping)						●		
• by subtracting two fractions with unlike denominators (by changing to equivalent fractions with like denominators)						●		
• by subtracting two mixed numbers with unlike denominators						●		
• by multiplying two (proper) fractions (using cancellation in multiplication of fractions)						●		
• by multiplying a mixed number and a fraction (by changing mixed number to an improper fraction)						●		
• the reciprocal of any fractional number as the number that is obtained by interchanging the numerator and the denominator (i.e. 4/5 - 5/4)						●		
• by dividing two fractional numbers using reciprocals						●		
• by dividing fractional numbers by a mixed number (using reciprocals and changing mixed numbers to improper fractions)								
• by dividing a fraction by a whole number						●		
• by dividing a mixed number by a mixed number						●		
• word problems involving fractions						●		

SUB-AREA: DECIMALS

GOAL(S):

27. Computes by adding, subtracting, multiplying, and dividing any decimal fractions with regrouping.

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• fractional numbers with denominators of ten, hundred, thousand as decimal fractions			●					
• decimal point as separating the whole number from the decimal fraction			●					
• first, second, third places to the right of decimal point as the tenths, hundredths, and thousandths position			●					
• zero as a place holder			●					
• decimal fractions in numeric and word form			●					
• decimal fractions from greatest to least					●			
• a decimal fraction to a common fraction						●		
• a common fraction to a decimal fraction						●		
• mixed numbers to decimal form						●		
• by rounding decimals						●		
• correct alignment of decimal points so that like places are added or subtracted			●					
• by adding a decimal problem involving whole numbers, tenths, hundredths and thousandths with no regrouping						●		
• by adding a decimal problem involving whole numbers and tenths, hundredths and thousandths with regrouping						●		
• by subtracting a decimal problem involving whole numbers, tenths, hundredths, and thousandths without regrouping						●		
• by multiplying a whole number and a one, two, and three place decimal fraction(s) (by converting decimal fraction to common fraction)						●		
• by multiplying two two-place decimal fractions (by converting both decimal fractions to their common form)						●		
• by multiplying decimal fractions by powers of ten, hundred and thousand						●		
• correct placement of decimal point in a division problem involving a whole number divisor and a decimal fraction dividend. (i.e. $25\overline{).50}$)			●					

SUB-AREA: DECIMALS

GOAL(S):

(See previous page).

PERFORMANCE STATEMENTS:	Student Behavior(s) manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• by multiplying a decimal fraction by 10,000, 1,000, 100, and 10.						●		
• correct placement of a decimal point in a division problem involving a decimal fraction divisor and a decimal fraction dividend (i.e. .255 .50)			●					
• a terminating decimal as a decimal that can be written with a finite number of digits.			●					
• a repeating decimal as a decimal in which a digit or series of digits repeats endlessly			●					
• terminating decimals to fractions						●		
• repeating decimals to fractions						●		
• word problems involving decimals						●		

SUB-AREA: RATIO, PROPORTION, and PERCENT

GOAL(S):

28. Identifies proportions and percents as ratios.

29. Computes a proportion showing the product of the means as equal to the product of the extremes.

30. Converts two fractions (ratios) to percent form.

31. Computes by adding, subtracting, multiplying, and dividing percents by changing percents to decimal form first.

32. Computes the percentage of a number.

PERFORMANCE STATEMENTS:	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• one-to-one, many-to-one, one-to-many, many-to-many, ratio with concrete objects		●	●					
• that a ratio can be used to compare quantities as well as to express rate			●					
• ratios in standard forms A to B, A:B, A per B		●	●					
• three or more equivalent ratios for a given ratio			●			●		
• sets of equal ratios for given physical situations (e.g. 1/2, 2/4, 3/6, etc.)			●					
• ratios to equivalent forms by using the multiplication property of 1			●			●		
• a proportion as an equation of two equivalent ratios			●					
• proportions in standard forms A/B=C/D, A:B::C:D		●	●					
• cross multiplication property when finding the solution to a proportion (2/5=☐/9)			●					
• means and extremes of a proportion			●					
• the product of the means is equal to the product of the extremes			●			●		
• the missing term in any of the four positions of a proportion			●			●		
• proportions when solving word problems			●					
• percent as a ratio whose denominator is 100			●					
• percent sign (%)			●					
• a fraction (stated in 100ths) as a percent			●			●		
• a decimal (stated in 100ths) as a percent			●			●		
• simple fractions with denominators other than 100 as percents						●		
• any decimal less than or equal to one to a percent						●		
• any decimal greater than one to a percent						●		

SUB-AREA: RATIO, PROPORTION, and PERCENT

GOAL(S):

(See previous page).

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• percent to a decimal						●		
• percent to equivalent fractions in lowest terms						●		
• by adding percents (by converting percent(s) to decimal(s))						●		
• the percentage of a given number (i.e. 20% of 55 = _)						●		
• what percent one number is of another (_% of 20 = 11)			●			●		
• a number when a percent of it is known (i.e. 20% of __ = 11)			●					
• interest								
• discount								
• profit and loss								

SUB-AREA: INTEGERS

GOAL(S):

33. Identifies integers on both sides of "0" on a number line.

34. Computes by adding, subtracting, multiplying, and dividing any two integers.

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• integers associated with indicated marks on a number line		●	●					
• integers in ascending or descending order according to their numerical value					●			
• the additive inverse (opposite) for each integer using number line			●					
• integer(s) between any two integers			●					
• by adding two negative integers						●		
• by adding a positive integer and a negative integer						●		
• by subtracting two negative integers						●		
• by subtracting a positive integer and negative integer						●		
• by multiplying two negative integers						●		
• by multiplying a negative integer and a positive integer						●		
• by dividing two negative integers						●		
• by dividing a negative integer and positive integer						●		

SUB-AREA: TIME

GOAL(S):

35. Constructs a calendar showing year, months, and days.

36. Identifies time in whole hour, half hour, quarter hour, and minute intervals.

37. Converts time to equivalent specified units (e.g., 25 days = n weeks, n days).

38. Identifies approximate lapse of time without the use of a clock.

39. Computes by adding, subtracting, multiplying, and dividing any given time measures involving regrouping.

PERFORMANCE STATEMENTS:

	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• time of important daily events (e.g., bed time, lunch time, noon time, morning, afternoon, rising time, midnight)			●					
• yesterday, today, tomorrow			●		●			
• the passage of a daylight time and nighttime as equal to one day			●					
• slow, slower, slowest			●		●			
• fast, faster, fastest			●		●			
• fast, slow			●		●			
• on time			●					
• faster - slower			●		●			
• fastest - slowest			●		●			
• quickly - slowly			●		●			
• hurry			●					
• wait			●					
• next			●					
• early - late			●					
• a day ago			●					
• a week ago			●					
• late, later, latest			●		●			
• early, earlier, earliest			●		●			
• never			●					

MATHEMATICS

SUB-AREA: TIME

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	Student Behavior(s)							COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	
• number of days per week			●		●			
• number of days per year			●					
• number of weeks per year			●					
• months of year			●		●			
• seasons of year			●		●			
• the passage of all four seasons as equal to one year			●					
• leap year			●					
• calendar			●					
• current month, last month, next month			●		●			
• number of days in the month with and without use of calendar		●	●		●			
• which day of the week a specific date will fall on using a calendar			●					
• dates to numerical form (e.g., 4/1/76)			●			●		
• hands on clock (big, little)		●	●					
• clock face (numbers, etc.)		●	●					
• time terms - hours, minutes, seconds, o'clock, a.m., p.m., before, after			●					
• time notation using colon		●	●					
• time to nearest hour		●	●					
• time to nearest half hour		●	●					
• time to nearest quarter hour		●	●					
• time to nearest five minute interval		●	●					
• time to nearest minute		●	●					
• hands on a clock to represent a given time		●	●					
• relationship between any given comparable units of time (e.g., 9:45 is same as quarter to ten)			●			●		

MATHEMATICS

SUB-AREA: TIME

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• time to equivalent specified units (e.g., 25 days = W weeks N days)			●			●		
• the period between a given beginning time interval and given end of that interval			●			●		
• estimation of elapsed time without aid of clock			●					
• by adding a list of time measures without renaming						●		
• by adding a list of time measures with renaming						●		
• using addition in a word problem involving time						●		
• by subtracting two time measures						●		
• by subtracting two time measures with renaming						●		
• using subtraction in a word problem involving time						●		
• using multiplication in word problems involving time						●		
• by dividing two measures of time						●		
• using division in word problems involving time						●		
• double time						●		
• time and a half						●		

SUB-AREA: MONEY

GOAL(S):

40. Counts correct change for any given amount of money.

41. Computes price per unit of an item.

42. Computes by adding, subtracting, multiplying, and dividing money with regrouping.

PERFORMANCE STATEMENTS:	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• penny, nickel, dime, quarter and half dollar			●					
• specific value of penny, nickel, dime, quarter, and half dollar			●		●			
• one dollar bill, two dollar bill, five dollar bill, ten dollar bill, twenty dollar bill			●		●			
• price of objects under one dollar			●					
• price of objects over one dollar			●					
• 3 bills/coins which are same in value when given a collection of 5 bills/coins containing 3 bills/coins which are same in value			●					
• 3 coins/bills which are different in value when given a collection of 5 coins/bills containing 3 coins/bills which are different in value			●					
• units of money to their comparable value - penny, nickel, dime, quarter, half dollar, dollar (e.g., dime = 1 nickel + 5 pennies or 2 nickels or 10 pennies)						●		
• money notation - cent sign, dollar sign, and decimal point			●					
• value of collection of coins/bills using cent sign, dollar sign and decimal point						●		
• coins/bills needed to purchase something without getting change			●					
• correct change for an amount up to 10¢			●			●		
• correct change for an amount up to 25¢			●			●		
• correct change for an amount up to 50¢			●			●		
• correct change for an amount up to $1.00			●			●		
• correct change for an amount up to $20.00			●			●		
• amount of additional money required to purchase an object			●			●		
• using addition in an equation involving money (with 3-digit numbers and without regrouping)						●		
• using addition in an equation involving money (with 3-digit numbers and with regrouping)						●		
• using subtraction in an equation involving money (with three-digit numbers and with regrouping)						●		

MATHEMATICS

SUB-AREA: MONEY

GOAL(S):

(See previous page)

	Student Behavior(s)							
PERFORMANCE STATEMENTS:	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• using multiplication in an equation involving money (with 3-digit numbers and with regrouping)						●		
• using division in an equation involving money (no remainder)						●		
• using addition in a word problem involving money						●		
• using subtraction in a word problem involving money						●		
• using multiplication in a word problem involving money						●		
• using division in a word problem involving money						●		
• price per unit of an item			●			●		
• total cost of living expenses for one month and one year			●			●		

SUB-AREA: LINEAR

GOAL(S):

43. Measures given objects to the nearest fractional part of an inch/meter.

44. Identifies approximate length of any given object without a measuring device in English and metric units.

45. Converts a unit of linear measure to any comparable unit of linear measure for English and metric units.

46. Computes by adding, subtracting, multiplying, and dividing linear measures, with regrouping in both English and metric units.

PERFORMANCE STATEMENTS:	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• a group of objects that vary in length from shortest to longest					●			
• objects that are wider/narrower from a group of objects that vary in width			●					
• a group of objects that vary in width from narrowest to widest		●	●		●			
• objects that are equal length, width, height		●	●					
• with non-standard devices (e.g., pencils, straws, hand span)				●				
• with standard measuring devices (ruler, yard stick, meter stick, etc.)				●				
• English units of linear measure (inch, foot, yards, miles)			●					
• abbreviation (in., ft., yd.) including ' (feet) and "(inches) (English)			●					
• ruler divisions in inches (12 inches = 1 foot)			●					
• object (less than 1 foot) to nearest inch with ruler with one inch divisions				●				
• object (greater than 1 foot) with ruler with one inch divisions.				●				
• the greater lesser length for given measurements when one length is stated in whole inches and the other is stated in whole feet (to 3 feet)			●					
• linear measurements using more than one unit (feet, inches; yards, feet; yards, feet, inches)			●					
• large units of measure to smaller units of measure (vice versa), English and metric						●		
• objects involving fractional parts of inches/meters in ½, 1/3, and ¼ of 1, 2, 3 feet				●				
• by estimating the length of an object without linear measuring device (English units)			●			●		
• by adding any two linear measurements (without regrouping) (English)						●		
• by adding any two linear measurements (without regrouping) (English)						●		

MATHEMATICS

SUB-AREA: LINEAR

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• by subtracting any two linear measurements (with regrouping) (English)						●		
• by subtracting any two linear measurements (without regrouping) (English)						●		
• by multiplying a linear measurement by a numeral (with regrouping) (English)						●		
• by dividing a linear measurement by a numeral (with regrouping) (English)						●		
• the distance between any two points						●		
• metric units of linear measure (meter, kilometer, etc.)			●					
• metric ruler			●					
• approximate length of an object without metric linear measuring device			●					
• the length of an object to nearest centimeter			●					
• a given metric linear measurement to any other metric unit						●		
• by adding any two linear metric measurements (without regrouping)						●		
• by adding any two linear metric measurements (with regrouping)						●		
• by subtracting any two linear metric measurements (without regrouping)						●		
• by subtracting any two linear metric measurements (with regrouping)						●		
• by multiplying any two linear metric measurements						●		
• by dividing any two linear metric measurements						●		
• any metric linear measurement(s) to any comparable English linear measurement(s)						●		
• any word problem involving metric/English units of linear measurement						●		
• the lengths of various parts of an object when given scale drawings and a scale				●		●		

SUB-AREA: WEIGHT

GOAL(S):

47. Measures the weight of a given object in English and metric units.

48. Converts a unit of weight to any comparable unit of weight for English and metric units.

49. Identifies approximate weight of a given object in English and metric units.

50. Computes by adding, subtracting, multiplying, and dividing weight measures with regrouping for both English and metric units.

PERFORMANCE STATEMENTS:

	Student Behavior(s)							
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• heavy, heavier, heaviest			●		●			
• light, lighter, lightest			●		●			
• object which is heavier/lighter when given 2 objects (without use of scale)			●					
• scale, arm balance as a measuring device			●					
• marks on a given scale			●					
• units of weight - English (ounces, pounds, tons, etc.)			●					
• weight of object(s) to a specified precision (using scale)			●	●				
• object which is the same weight as a given object (using scale)			●	●				
• correct abbreviations for appropriate measures of weight (English units)			●					
• weight relationship between any given comparable units of weight (e.g., 2 tons = _ pounds) (English units)						●		
• by adding any two weight measurements (without regrouping)						●		
• by adding any two weight measurements (with regrouping)						●		
• by subtracting any two weight measurements (without regrouping)						●		
• by subtracting any two weight measurements (with regrouping)						●		
• by multiplying a weight measurement by a numeral (without regrouping)						●		
• by multiplying a weight measurement by a numeral (with regrouping)						●		
• by dividing a weight measurement by a numeral (without regrouping)						●		
• by dividing a weight measurement by a numeral (with regrouping)						●		
• metric units of weight measurement						●		
• correct abbreviations for appropriate measures of weight (metric)						●		

MATHEMATICS

SUB-AREA: WEIGHT

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• metric weight measurement to any other metric unit						●		
• by adding any 2 metric weight measurements (without regrouping)						●		
• by adding any 2 metric weight measurements (with regrouping)						●		
• by subtracting any 2 metric weight measurements (without regrouping)						●		
• by subtracting any 2 metric weight measurement (with regrouping)						●		
• by multiplying a weight measurement by a numeral						●		
• by dividing a metric weight measurement by a numeral						●		
• by adding within a word problem involving weight measurement (English/metric)						●		
• by multiplying within a problem involving weight measurement (English/metric)						●		
• by using division in a word problem involving weight measurement (English/metric)						●		
• approximations of weight to given limit			●			●		

SUB-AREA: LIQUID

GOAL(S):

51. Measures capacity of any given container to nearest liquid measure in English and metric units.

52. Converts a unit of liquid measure to any comparable unit of liquid measure for English and metric units.

53. Identifies approximate capacity of any given container without a measuring device in English and metric units.

54. Computes by adding, subtracting, multiplying, and dividing liquid measures, with regrouping, in both English and metric units.

PERFORMANCE STATEMENTS	Student Behavior(s)							
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• standard units of liquid measure			●					
• the capacity of a container			●					
• the capacity of a container to the nearest fractional measure (e.g., ½ cup, ¼ teaspoon)			●					
• standard measuring utensils			●					
• the relationship between any comparable units of English measure (e.g., 4 quarts = G gallons)			●			●		
• approximate capacity of any given container without measuring device (English)			●					
• any English liquid measurement to any other English unit						●		
• by adding any two English liquid measurements without regrouping						●		
• by adding any two English liquid measurements with regrouping						●		
• by subtracting any two English liquid measurements without regrouping						●		
• by subtracting any two English liquid measurements with regrouping						●		
• by multiplying an English liquid measurement by a numeral with regrouping						●		
• by dividing an English liquid measurement by a numeral with regrouping						●		
• metric units of liquid measure (liter, etc.)			●					
• abbreviations of metric units of liquid measure			●					
• relationship between comparable metric units of liquid measure						●		
• approximate capacity of any given container without metric measuring device			●					
• by adding any two metric units of liquid measure (without regrouping)						●		

SUB-AREA: LIQUID

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• by adding any two metric units of liquid measure (with regrouping)						●		
• by subtracting any two metric units of liquid measure (without regrouping)						●		
• by subtracting any two metric units of liquid measure (with regrouping)						●		
• by multiplying a metric unit of liquid measure by a numeral with regrouping						●		
• by dividing a metric unit of liquid measure by a numeral with regrouping						●		
any word problem involving metric/English units of liquid measure						●		

SUB-AREA: DRY

GOAL(S):

55. Measures the capacity of any given container to the nearest dry measure in English and metric units.

56. Identifies the approximate capacity of a container without a measuring device in English and metric units.

57. Computes the relationship between any comparable units of dry measure for English and metric units.

58. Computes by adding, subtracting, multiplying, and dividing dry measure with regrouping for both English and metric units.

PERFORMANCE STATEMENTS:

PERFORMANCE STATEMENTS	Student Behavior(s): manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• units of dry measure for English and metric (e.g., pint, quart, peck, bushel)			●					
• abbreviations for units of dry measure (e.g., pt., qt., pk., bu.)			●					
• relationships between any comparable units of dry measure (e.g., 1 peck = 8 quarts)			●			●		
• approximate capacity of any given container without measuring device (English and metric)			●					
• by adding units of dry measure without regrouping (English and metric)						●		
• by subtracting units of dry measure without regrouping (English and metric)						●		
• by multiplying a unit of dry measure by a numeral without regrouping (English and metric)						●		
• by dividing a unit of dry measure by a numeral without regrouping (English and metric)						●		
• by adding units of dry measure with regrouping (English and metric)						●		
• by subtracting units of dry measure with regrouping (English and metric)						●		
• by multiplying a unit of dry measure by a multidigit numeral with regrouping (English and metric)						●		
• by dividing a unit of dry measure by a multidigit numeral with regrouping (English -metric)						●		

MATHEMATICS

SUB-AREA: TEMPERATURE

GOAL(S):

59. Measures given temperatures using Fahrenheit and Celsius scales.

60. Computes the distance from the freezing or boiling point given a Fahrenheit/Celsius temperature.

61. Identifies approximate temperature without the use of a measuring device in Celsius and Fahrenheit.

62. Computes by adding, subtracting, multiplying, and dividing temperature measures with regrouping.

PERFORMANCE STATEMENTS:	Student Behavior(s) manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• temperature terms - warm, warmer, hot, cool, cold, colder			●					
• thermometer as a device for measuring temperature			●					
• thermometer markings (for Celsius and Fahrenheit) on an oven, refrigerator, and fever thermometer			●					
• degree symbol (^{o})			●					
• temperature measures as degrees Fahrenheit and degrees Celsius			●					
• object's termperature to a specified accuracy using a Fahrenheit thermometer			●	●				
• object's temperature to a specified accuracy using a Celsius thermometer			●	●				
• freezing point of water (Fahrenheit and Celsius)			●					
• boiling point of water (Fahrenheit and Celsius)			●					
• the distance from the freezing or boiling point given a Fahrenheit/Celsius temperature						●		
• by estimating the approximate room temperature						●		
• by adding temperature measures						●		
• by subtracting temperature measures						●		
• by multiplying a temperature measure by a numeral						●		
• by dividing a temperature measure by a numeral						●		
• word problems involving temperature measurement (Fahrenheit and Celsius)						●		

SUB-AREA: GRAPHS

GOAL(S):

63. Identifies types of graphs: pictorial graphs, number lines, bar graphs, broken line graphs, circle graphs.

64. Computes comparisons of data of any graph.

	Student Behavior(s)							
PERFORMANCE STATEMENTS:	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• pictorial graphs	●	●	●			●		
• parts of pictorial graph - title, names of axes, units of measurement			●					
• comparisons of data presented in a pictorial graph			●			●		
• number line - positive numbers	●	●	●					
• coordinates of a point on a number line		●	●					
• number line - negative numbers		●	●					
• comparisons of data presented on a number line			●			●		
• bargraphs		●	●					
• parts of a bargraph - title, names of axes, and the names of the bars (in a double bargraph)			●					
• comparisons of data presented in a bargraph			●			●		
• broken line graphs		●	●			●		
• parts of a broken line graph - title, names of axes, significance of points on graph			●					
• comparisons of data presented on a broken line graph			●			●		
• circle graphs		●	●			●		
• fractional part of whole of item in circle graph	●	●	●			●		
• degree of central angle of item in circle graph			●					
• by using a compass and protractor for circle graph		●				●		
• comparisons of data presented in circle graph						●		
• word problems involving graphs						●		

SUB-AREA: PERIMETER

GOAL(S):

65. Computes perimeter of any given closed geometric figure.

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• perimeter of a square			●	●	●			
• perimeter of a rectangle			●	●	●			
• perimeter of a parallelogram			●	●	●			
• perimeter of a rhombus			●	●	●			
• perimeter of a trapezoid			●	●	●			
• perimeter of any quadrilateral			●	●	●			
• perimeter of a triangle			●	●	●			
• perimeter of any polygon			●	●	●			
• circumference of a circle			●	●	●			
• by estimating the perimeter of any polygon			●					
• word problems involving perimeter					●			

SUB-AREA: AREA

GOAL(S):

66. Computes area of any closed geometric figure by choosing correct formula in English and metric units.

67. Computes surface area of a 3-dimensional figure by choosing correct formula in English and metric units.

68. Computes by adding, subtracting, multiplying, and dividing units of area.

PERFORMANCE STATEMENTS:	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• two or more objects of related shape but different areas		●			●			
• area of object in terms of an arbitrary unit of measure of student's own choosing (i.e. beans)				●				
• units of area measurement			●					
• abbreviations of area measurement			●					
• relationship between any comparable units of area measure (i.e. 1 square foot = __ square inches)			●			●		
• area of a square				●		●		
• area of a rectangle				●		●		
• area of a parallelogram				●		●		
• area of a rhombus				●		●		
• area of a trapezoid				●		●		
• area of a triangle				●		●		
• area of a polygon				●		●		
• area of a circle				●		●		
• by estimating the area of any polygon				●				
• area of any simple geometric figure when given formula						●		
• area of any simple geometric figure by choosing correct formula						●		
• surface area of a pyramid				●		●		
• surface area of a cylinder				●		●		
• surface area of a sphere				●		●		
• surface area of a cube				●		●		

SUB-AREA: AREA

GOAL(S):

(See previous page).

PERFORMANCE STATEMENTS:	Student Behavior(s)							COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	
• surface area of a prism				●		●		
• surface area of a cone				●		●		
• surface area of a 3-dimensional figure when given formula						●		
• surface area of a 3-dimensional figure by choosing correct formula						●		
• using addition involving units of area (with regrouping)				●		●		
• using subtraction involving units of area (without regrouping)						●		
• using subtraction involving units of area (with regrouping)						●		
• using multiplication involving units of area						●		
• using division involving units of area						●		
• geometric figure when given area (uses linear measuring device or compass)		●				●		
• area by estimating (without measuring)			●			●		
• area by using comparison			●					
• metric units for area measurement			●					
• abbreviations for metric units of area measurement			●					
• relationship between any comparable metric units of area measurement			●			●		
• relationship between any metric units of area measurement to any comparable English units			●			●		
• word problems involving area						●		

SUB-AREA: VOLUME

GOAL(S):

69. Measures volume of a 3-dimensional figure in English and metric units.

70. Computes volume of a 3-dimensional figure by choosing the correct formula in English and metric units.

71. Computes by adding, subtracting, multiplying, and dividing 3 units of volume measure in English and metric units.

PERFORMANCE STATEMENTS:	Student Behavior(s) manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• 2 or more similar objects of different volume					●			
• material to find the amount it takes to fill a three-dimensional container	●		●					
• English units of volume measure (cubic inch, cubic feet)			●					
• abbreviations of English units of volume measure			●					
• markings on measuring tools (i.e. graduated cylinder)			●					
• relationship between any comparable units of volume measure (i.e. 1 cubic foot = cubic inches)			●			●		
• volume of object(s) using measuring tool(s)				●				
• volume of a cube				●		●		
• volume of a prism				●		●		
• volume of a sphere				●		●		
• volume of a cylinder				●		●		
• volume of a cone				●		●		
• volume of a pyramid				●		●		
• by estimating the volume of any 3-dimensional geometric figure			●			●		
• volume of a 3-dimensional geometric figure when given formula				●		●		
• volume of a 3-dimensional geometric figure by choosing correct formula				●		●		
• any volume measure to any other English unit						●		
• by adding two volume measures (without regrouping)						●		
• by adding two volume measures (with regrouping)						●		
• by subtracting two volume measures (without regrouping)						●		
• by subtracting two volume measures (with regrouping)						●		
• by multiplying two volume measures						●		

SUB-AREA: VOLUME

GOAL (S):

(See previous page).

PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		
• by dividing two volume measures						●		
• metric units of volume measure			●					
• abbreviations of metric units of volume measure			●					
• relationship between any comparable units of metric volume measure			●			●		
• any metric volume measurement to any comparable English units						●		
• by adding 2 metric volume measures						●		
• by subtracting 2 metric volume measures						●		
• by multiplying 2 metric volume measures						●		
• by dividing 2 metric volume measures						●		
• formula of volume measurement (LxWxH)			●			●		
• word problems involving volume measurement, metric/English						●		

SUB AREA: GEOMETRIC SHAPES

GOAL (S):

72. Identifies geometric shapes (simple and 3-dimensional) and the parts of any geometric shape.

73. Constructs geometric shapes without using compass.

74. Constructs geometric shapes using compass

PERFORMANCE STATEMENTS:	Student Behavior(s): manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• simple geometric shapes- circle, square, rectangle, triangle		●	●					
• parellelogram, quadrilateral, trapezoid, rhombus		●	●					
• polygon - how many sides, name of shape			●					
• parts of a circle - center, radius, diameter, arc, circumference, chord		●	●					
• parts of a triangle - base, height, hypotenuse of a right triangle		●	●					
• 3-dimensional shapes - cubes, prisms, spheres, cylinders, cones, pyramids		●	●					
• polyhedron - faces, edges, vertices		●	●					
• height and base of any geometric shape		●	●	●				
• diameter, radius				●				
• symmetrical figures		●	●					
• geometric shapes with compass		●						
• parts of geometric shapes using a protractor				●				
• word problems involving geometric shapes						●		

SUB-AREA: GEOMETRIC ELEMENTS

GOAL(S):

75. Identifies goemetric elements - points, line, line segment, angle, curve, ray, plane.

76. Constructs intersecting, parallel and perpendicular geometric elements without using a compass.

77. Measures geometric elements using a compass and protractor.

PERFORMANCE STATEMENTS:	Student Behavior(s)							
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• point		●	●					
• 4 points - which two are closest to each other			●					
• 4 points - which two are farthest apart			●					
• line		●	●					
• broken line, curved line, straight line		●	●					
• line segment, ray, angle		●	●					
• horizontal, vertical, or slanting lines and line segments		●	●					
• open curve		●	●					
• closed curve		●	●					
• plane		●	●					
• relation between point and plane			●					
• intersecting lines		●	●					
• parallel lines		●	●					
• perpendicular lines		●	●					
• length of line segment				●				
• midpoint of a line segment		●	●					
• simple curve		●	●					
• non-simple curve		●	●					
• simple, closed curve - interior, exterior			●					
• intersection of planes		●	●					
• parallel planes		●	●					
• perpendicular planes		●	●					

SUB-AREA: GEOMETRIC ELEMENTS

GOAL(S):

(See previous page).

PERFORMANCE STATEMENTS:	Student Behavior(s) manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts	Not Applicable	COMMENTS:
• geometric symbols - (line segments=AB, ray = AB, angle = ∠ABC, line = AB)		●	●					
• vertex of an angle		●	●					
• sides (rays) of an angle		●	●					
• acute angle, right angle, obtuse angle, straight angle, reflex angle, supplementary angle, complementary angle, adjacent angle, vertical angle		●	●					
• using compass to draw lines and line segments		●	●					
• using compass to bisect a line segment		●		●				
• using protractor to measure an angle		●		●				
• using a protractor to draw an angle of specified measurement		●						
• using a compass to bisect an angle		●		●				
• word problems involving geometric elements						●		

SUB-SKILL: ______________________________

CLUSTER GOAL(S):

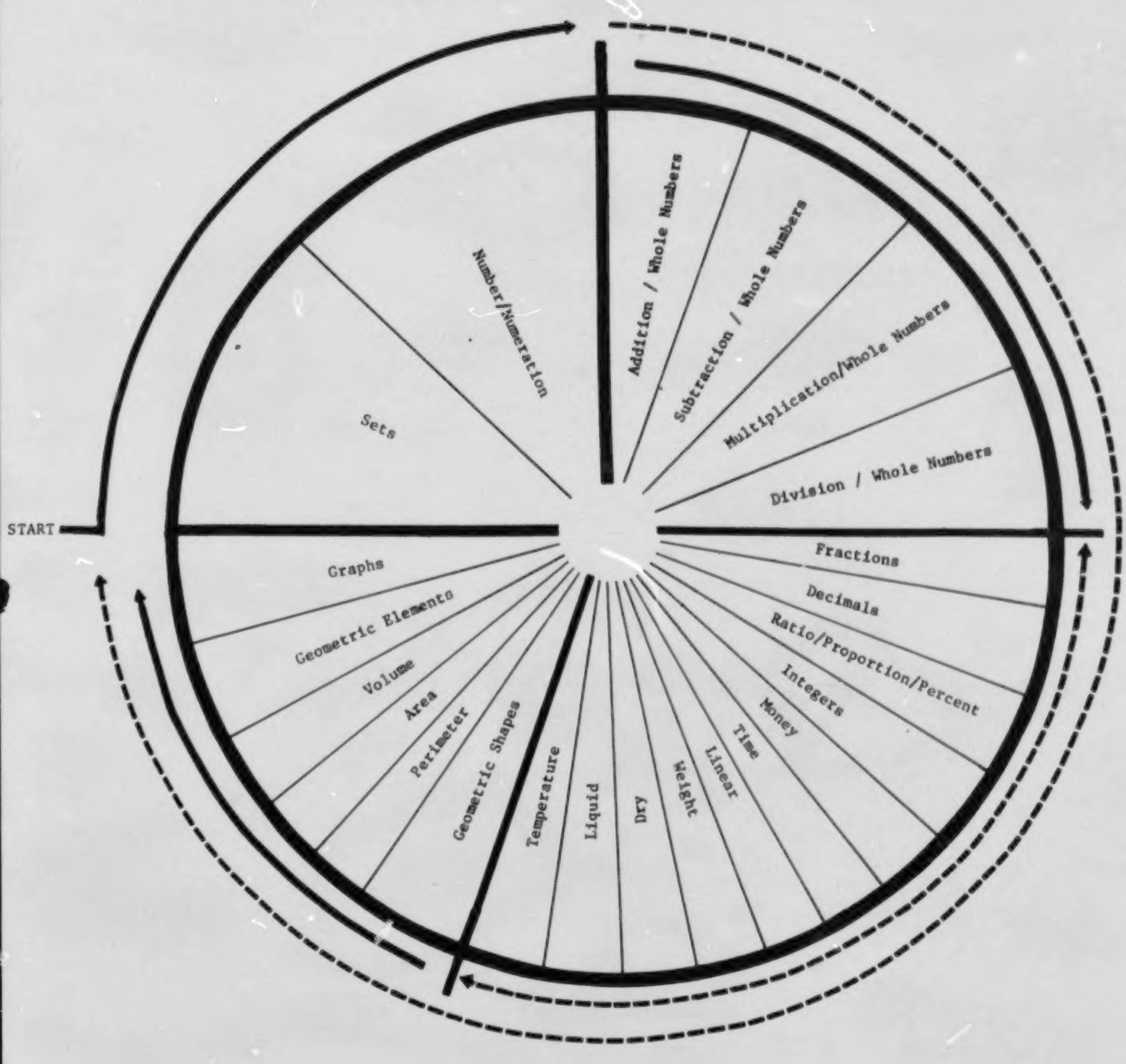
PERFORMANCE STATEMENTS:	Student Behavior(s)						Not Applicable	COMMENTS:
	manipulates	constructs	identifies-verbal, written, physical	counts/measures	sequences	computes/converts		

Next Step Suggestions

After conducting the assessment, the evaluator should note if there were specific behaviors that the student consistently did not perform. If such a pattern exists, it is suggested that the student initially be taught the specific behavior(s) using content areas where mastery has previously been demonstrated.

The performance statements within each sub-area should not be taught in isolation (e.g. certain skills in the sub-areas of addition and subtraction of whole numbers should be taught approximately at the same time). Depending on the need of the student and the content of the sub-area, the extent of overlap from one sub-area to another will vary. The chart provided illustrates the interelatedness and gross order of the mathematical sub-areas which evaluators are encouraged to alter to meet the needs of individual students. Therefore, the chart, which is not all inclusive, is not intended to present the only arrangement of math sub-areas but rather one possible alternative.

Solid black lines indicate a specific sequence to follow (e.g. one would not teach subtraction before the student had acquired some basic skills in addition first). Perforated lines indicate a flexible sequence one may follow or alter if appropriate for the student.


START
Sets
Number/Numeration
Addition / Whole Numbers
Subtraction / Whole Numbers
Multiplication/Whole Numbers
Division / Whole Numbers
Fractions
Decimals
Ratio/Proportion/Percent
Integers
Money
Time
Linear
Weight
Dry
Liquid
Temperature
Geometric Shapes
Perimeter
Area
Volume
Geometric Elements
Graphs

References

*Boston Public Schools. Curriculum Guide Mathematics - Elementary #2. Boston: Boston Public Schools, 1973.

Brainerd, C.J. The origins of number concepts. Scientific American. March, 1973.

Cawley, J.F. Teaching arithmetic to mentally handicapped children. Focus on Exceptional Children. 1975, 2, (4).

Coleman, P., et al. The Effects of a Sequential Computational Skills Math Program on an Underachieving 4th Grade Class. Vermont. (ED 102 787).

Copeland, R.W. How Children Learn Mathematics. New York: MacMillan Publishing Co., Inc., 1974.

*Department of Education. Student Centered Learning System - Mathematics. Quincy, Massachusetts: Quincy Public Schools, September, 1973.

Duncan, E.R., Capps, L.R., et al. Modern School Mathematics - Structure and Use. Boston: Houghton Mifflin Co., 1972.

*Duncan, E., et al. A Behavioral Objectives Guide for Individualizing Modern School Mathematics Structure and Use. Boston: Houghton Mifflin Co., 1974.

*Evaluation and Assessment Unit. Basic Cognitive Skill Objective Banks. Santa Fe: New Mexico State Department of Education, January, 1967.

*Ginn & Company. Systems Management Guide to Individualized Mathematics System. Lexington, Massachusetts: Xerox Education Company.

Goodstein, H.A. Assessment and programming in mathematics for the handicapped. Focus on Exceptional Children. 1975, 7, (7).

Herbert Hoover Junior High School. Project R-3 Mathematics Component. San Jose: San Jose Unified School District, 1967.

*Instructional Objectives Exchange. Mathematics: Data Relationships; Numbers and their Operations; Geometry; Symbolism and Notation; Figure and Objective Characteristics. Los Angeles: Instructional Objectives Exchange, 1972.

Jurgensen, D., et al. Geometry. Modern School Mathematics. Boston: Houghton Mifflin Co., 1974.

Maertens, R., & Dunlap, W. Meeting Individual Needs in Elementary Mathematics. Hinsdale, Illinois: The Dryden Press, 1973.

*Massachusetts Department of Education. Reference guide performance statements. Core Evaluation Manual. Bedford, Massachusetts: Institute for Educational Services, 1974.

*Merlin Elementary School. A Systems Approach to Individualized Instruction. Merlin, Oregon: Merlin Public Schools.

*Mesa Public Schools. Behavioral Objectives. Mesa, Arizona: Mesa Public Schools.

*Michigan Department of Education. Minimal Performance Objectives for Mathematics Education in Michigan. Lansing, Michigan: Michigan Department of Education, 1973.

*Phillips, E.R., & Karne, R.B. Validating learning hierarchy for sequencing math; tasks in elementary math. Journal for Research in Mathematical Education. 1973, 4, 141-151.

Piaget, J. The Child's Conception of Number. Humanitites Press, Inc., London: Routledge and Kegan Paul Ltd., 1964.

Project League. Skill Check Lists. (Working Draft). Chelmsford: Merrimack Education Center.

*Project Primes. Resource Guide. Harrisburg, Pennsylvania: Project Primes.

Resnick, L.B., Wang, M.C., & Kaplan, J. Task analysis in curriculum design: A hierarchically sequenced introductory mathematics curriculum. Journal of Applied Behavior Analysis. 1973, 6, 679-710.

Sharma, M.C. Mathematics in Primary Grades. Newton, Massachusetts: Educational Development Center, 1974.

*Shaw, B.R., & Hiehle, P.M.W. Teacher's Manual. Individualized Computational Skills Program. Boston: Houghton Mifflin Co., 1972.

*Texas Education Agency. Essential Mathematics Objectives. Austin, Texas: Texas Education Agency, 1975.

Williams, E., & Shuard, H. Elementary Mathematics Today: A Resource for Teachers. Reading, Massachusetts: Addison Wesley Publishing Co., 1970.

*Wisconsin Mathematics Advisory Committee. An Exemplary Mathematics Program and a Hierarchy of Student Behavioral Objectives. Wisconsin: Department of Public Instruction.

*Starred entries are sources for collections of specific behavioral objectives and evaluation items in the subject area of mathematics.

LANGUAGE DEVELOPMENT

Introduction

The Language Development section of the Educational Evaluation and Planning Package Volume 2 includes performance statements for the following skill "sub-areas": Visual and Aural Discrimination, Communication, Graphomotor Expression, Literal and Interpretative Comprehension, Composition, Reading and four "Supplementary" sub-areas, which are Structured Composition, Information Retrieval, Spelling and Punctuation.

Within this section are three components designed to facilitate the evaluation of the student's language skills:

1) Language Development Screening Assessments: These are two sets of broadly stated "goals" which summarize roughly the skills within the sub-areas. Because the range of skills represented in the language section is broad, two screening assessments have been provided. Screening Assessment A reviews the goals relating to visual and aural discrimination, communication, and graphomotor expression. Screening Assessment B reviews the sub-areas of comprehension, composition and reading. The supplementary sub-areas are provided as an optional area of assessment and are therefore not included in the screening assessments. By reviewing the items/goals in the screening device the evaluator determines which sub-areas require more detailed assessment.

2) Performance Statements: These are lists of specific skills for each sub-area. The statements appear on a checklist format. By reviewing the statements in a sub-area, the evaluator looks closely at specific skills which are components of the goal behavior and also notes the manner and conditions under which performance occurs, thus providing important programming information and increasing the specificity and accuracy of the performance statements.

3) Next Step Suggestions: Here are included two diagrams which attempt to provide an overview of the interrelationship of the sub-areas and also some suggestions for the evaluator and teachers for selecting learning objectives.

The sub-areas of visual and aural discrimination and communication and graphomotor expression review skills which are treated in much greater detail in "Early Language Development," Volume I of the Educational Evaluation and Planning Package. In Volume 2 "discrimination" sub-areas include skills which involve association and interpretation or reasoning skills.

There is no prerequisite for writing ability or reading ability for the sub-areas of composition, comprehension or communication. The performance statements in these sub-areas can be displayed in a number of ways - the evaluator records the manner of performance which is most appropriate for the student and the skill. A student may compose a sentence orally or by writing it or by constructing a picture sentence using cards or another symbol system. The skill in question is the ability to express oneself in full sentences - the manner of performance is individual. Similarly, the term "Communication" does not intend to connote written or spoken communication. Rather the purpose is to evaluate the student's ability to formulate messages and ideas and transmit them to another. The means of transmission is recorded on the response grid on which the performance statement appears.

Language Development Screening Assessments

The Screening Assessments are intended as a timesaving device to assist the evaluator in the identification of language development areas in which the student may require detailed assessment. The items (goals) which make up the screen are broadly stated in order to roughly summarize the range of skills defined in detail by the performance statements. The items on the screen correspond to the "GOALS" which appear at the beginning of each list of performance statements.

Because the range of skills represented in Language Development 2 is broad, two screening assessments have been provided. The first assessment, "Screening Assessment A,"reviews the student's performance of skills in the "SUB-AREA"'s of visual and aural discrimination, communication and graphomotor expression. The second screening device will review skills in the sub-areas of comprehension, composition and reading.

The evaluator should respond to each item on the screening assessment. If a skill is displayed spontaneously by the student and in the appropriate context, the evaluator should mark "Yes." If intervention or instruction is necessary to insure performance, the evaluator would then mark "No." The space "N/A" is to be used if the skill listed is not appropriate as a goal for this student. For any screening items marked "No," the evaluator completes the list of performance statements which correspond to that item/goal.

If the evaluator observes that the student already displays the skills covered in Screening Assessment A, then the evaluator may complete only Screening Assessment B and the corresponding checklists of performance statements found to be necessary. If the evaluator completes Screening Assessment A and observes that the student is not ready for the skills in Screening Assessment B, then the evaluator may consider Screening Assessment A and the corresponding performance statements the complete language assessment. In such a case the evaluator also should refer to the Language Development section of Educational Evaluation and Planning Package Volume I.

Screening Assessment A

SUB-AREA: VISUAL DISCRIMINATION	Yes	No	N/A
1. Sorts object, letters and words into like and different groups. (Discrimination)	☐	☐	☐
2. Sorts pictures of objects or objects by function and by category/class. (Classification)	☐	☐	☐
3. Identifies an object when shown only a part of the object. (Closure)	☐	☐	☐
4. Identifies an object pictured in an irrelevant, confounding background. (Figureground)	☐	☐	☐

		Yes	No	N/A
5.	Extends an ABABAB pattern where A & B are categories (birds, fish, fruit, etc.). (Patterning)	☐	☐	☐
6.	Identifies an absurdity in a picture (fish watching television). (Reasoning)	☐	☐	☐
7.	Identifies element that completes a parallel analogy - finger:hand::toe:foot. (Reasoning)	☐	☐	☐
8.	Identifies the sequence of events involved in a routine activity such as dressing. (Sequential memory)	☐	☐	☐
SUB-AREA:	AURAL DISCRIMINATION			
9.	Identifies language sounds as same/different. (Discrimination).	☐	☐	☐
10.	Synthesizes sequence of spaced sounds or syllables into name/word - ha·mm·burr·guh·rrr. (Closure)	☐	☐	☐
11.	Discriminates spoken phrases differing in grammatical structures such as verb tense or noun number - boy running/boys running, sheep is eating, sheep are eating. (Reasoning)	☐	☐	☐
12.	Discriminates spoken words by differentiating consonant and vowel sounds ("Boat" not "Boot").	☐	☐	☐
13.	Reproduces or identifies elements in a spoken string of five related words. (Sequential memory)	☐	☐	☐
14.	Reproduces or identifies elements in a spoken string of five digits. (Sequential memory)	☐	☐	☐
15.	Identifies an object from spoken description of class characteristics - "Show something we eat that grows on trees." (Classification/Reasoning)	☐	☐	☐
SUB-AREA:	GRAPHOMOTOR EXPRESSION			
16.	Draws geometric figures such as circle, square, triangle and diamond.	☐	☐	☐
17.	Connects a dot-to-dot drawing.	☐	☐	☐

		Yes	No	N/A
18.	Completes a partially-drawn geometric figure. (Closure)	☐	☐	☐
19.	Draws a three-part figure which includes a face with eyes, nose and mouth.	☐	☐	☐
20.	Prints from memory upper and lower case letters.	☐	☐	☐
21.	Copies or prints a word with correct spacing and uniformity of size.	☐	☐	☐
SUB-AREA:	COMMUNICATION			
22.	Imitates three-word sentences.	☐	☐	☐
23.	Uses two-word combinations including Noun-Noun, Noun-Verb, Adjective-Noun and Verb-Noun to express nominative, imperative and possessive ideas.	☐	☐	☐
24.	Uses rising inflection/gesticulation to express interrogative.	☐	☐	☐
25.	Uses definite closure to express sentence end or completion of unit of thought.	☐	☐	☐
26.	Pantomimes a familiar sequence of actions, such as driving a car or eating a meal.	☐	☐	☐
27.	Interprets a picture or describes an object.	☐	☐	☐
28.	Describes an event in chronological sequence.	☐	☐	☐
29.	Gives directions on how to perform a task of at least five steps.	☐	☐	☐
30.	Finds out biographical/factual information from another person.	☐	☐	☐
31.	Adds to a group discussion, i.e., remarks are continuations of remark made by another.	☐	☐	☐
32.	Uses noun and verb modifiers.	☐	☐	☐
33.	Expresses time relationships through verb tense.	☐	☐	☐

Language Development Screening Assessment B

Screening Assessment B summarizes the checklists of performance statements which describe the skills in the sub-areas of comprehension, composition and reading.

Screening Assessment B is to be completed in the same fashion as the first screening device. The evaluator responds to each item, marking "Yes" for appropriate skill performance, "No" for non-performance, and "N/A" if the skill is inappropriate as a goal for the student being described. For each screening item/goal that is marked "No," the evaluator completes the checklist of performance statements that corresponds to that goal.

In cases where all responses on the screening assessment(s) are marked "Yes" or "N/A," the screen may serve as the entire language assessment. If an item on the screen is marked "No," the evaluator completes the corresponding performance statement checklist. The completed screening assessment(s) together with any completed checklists then comprise the language assessment.

Screening Assessment B

		Yes	No	N/A
SUB-AREA:	LITERAL COMPREHENSION			
34.	Identifies action that is taking place in a selection, picture, etc.	☐	☐	☐
35.	Identifies WHO is the actor or main character in a selection, picture, etc.	☐	☐	☐
36.	Paraphrases/describes main idea of a scene.	☐	☐	☐
37.	Arranges illustrations in order of their occurrence in selection.	☐	☐	☐
38.	Selects picture/word/sentence that verifies statement made about selection.	☐	☐	☐
39.	Identifies picture which illustrates an "If ...., then ...." relationship.	☐	☐	☐
40.	Selects an opposite of a negative ("The one who is not a girl ....")	☐	☐	☐
41.	Identifies a fallacious statement made about a selection.	☐	☐	☐
42.	Identifies from content a missing word or element in a sentence/pictured situation/selection.	☐	☐	☐

		Yes	No	N/A
SUB-AREA:	INTERPRETATIVE COMPREHENSION			
43.	Identifies emotions displayed/pictured.	☐	☐	☐
44.	Identifies humor in selection.	☐	☐	☐
45.	Identifies what will happen next in a situation or story (probable outcome).	☐	☐	☐
46.	Identifies the meanings of idioms ("come by" something, meaning "acquire"; "get around" someone, meaning "deceive").	☐	☐	☐
47.	Identifies suitability of actions in terms of consequences in relation to a character in a selection.	☐	☐	☐
48.	Identifies author's purpose in an informative selection.	☐	☐	☐
49.	Identifies the crisis or climax point of a selection or situation.	☐	☐	☐
50.	Identifies author's point of view in a subjective selection.	☐	☐	☐
51.	Identifies the sensory image/sense stimulated by imagery in a selection.	☐	☐	☐
52.	Identifies meaning of figurative language, including simile, hyperbole, personification and irony ("Break the ice"; "Big as a house").	☐	☐	☐
SUB-AREA:	COMPOSITION			
53.	Uses complete sentences to communicate facts.	☐	☐	☐
54.	Relates a story about a character either real or imaginary.	☐	☐	☐
55.	Relates event which occurred recently.	☐	☐	☐
56.	Links several sentences together (paragraph) to describe a person, situation, etc. using adjectives, adverbs, verbals, imagery.	☐	☐	☐
57.	Describes a character in a story/selection.	☐	☐	☐
58.	Composes a friendly letter.	☐	☐	☐

		Yes	No	N/A
59.	Portrays/describes an emotion such as anger, joy, frustration.	☐	☐	☐
60.	Links several sentences together in an argument to support own point with facts.	☐	☐	☐
61.	Defines a word.			
62.	Gathers evidence to support a position and develops an opinion and gives reasons for conclusion reached.	☐	☐	☐
63.	Links together several paragraphs or units of thought to describe something or to provide information.	☐	☐	☐
64.	Links together several paragraphs or units of thought to relate information in logical or chronological order.	☐	☐	☐
65.	Creates a certain mood or tone in a selection by altering delivery or choice of words (informal, formal, negative, positive, objective, subjective).	☐	☐	☐
SUB-AREA:	READING			
66.	Identifies upper and lower case letters of alphabet	☐	☐	☐
67.	Identifies one syllable words including CVC pattern words, words with consonant blends, words with dipthongs, digraphs and final silent "e".	☐	☐	☐
68.	Identifies consonants, vowels and dipthongs.	☐	☐	☐
69.	Identifies words formed with suffixes, prefixes, and endings.	☐	☐	☐

Language Development Performance Statements

The performance statements which follow are organized according to "SUB-AREA." Each sub-area represents a grouping of similar skills for which "GOALS" have been chosen which roughly summarize the range of skills within the sub-area. The goals which appear at the top of each list of performance statements are the same as those found in the screening devices. Thus, the evaluator who has indicated that an item on the screen calls for more detailed assessment then locates the list of performance statements which correspond to that item/goal. By reviewing the performance statements the evaluator looks more closely at the skills involved in achieving the goal and also records the conditions under which performance of each skill occurs.

The performance statements appear in a checklist format. Reviewing each of the statements, the evaluator indicates by marking appropriate boxes the Conditions and Manner of skill performance.

A. Given: The four columns under this heading are used to indicate types of intervention or structure which assist the student's performance. The evaluator checks any or all which are appropriate. If the student performs the skill without assistance, these columns are left blank.

    motivational/social intervention: By giving social praise or a form of tangible reinforcement or reward, the teacher or evaluator encourages the student to perform the skill.

    environmental structure: By changing the setting, altering the location, atmosphere, amount of distraction, or size of the group, the evaluator aids the student in performing.

    demonstration: By performing the skill or by giving the student a completed example of the desired end-product, the evaluator provides the student with a model of the expected behavior.

    directions: By giving step-by-step instructions which may be written, spoken, pictured, drawn, etc., the evaluator directs the student's performance of the skill.

B. Performs in Following Manner: The performance statements are written using verbs such as "Identifies," "Discriminates," "Uses," "Creates," "Associates." These verbs do not provide a specific description of a skill - there are several ways in which a student may "identify": e.g., by pointing, by naming, by marking, by writing, by describing. Under the heading "Performs in the Following Manner" are five columns from which the evaluator chooses the method of demonstrating a skill which is most appropriate for the student and for the skill. Thus the evaluator increases the specificity and accuracy of the initial performance statement by noting the manner in which the student "uses" or "identifies."

identifies by locating: A check in this column indicates that the student points out the correct response - finds an object in a room, marks an answer on the paper, etc. The correct item or response is present, the student must only locate it and somehow point it out.

identifies by naming: A check in this column indicates that the student not only locates but also labels the desired response or item. The student may name an item orally or by writing the name or by matching the printed name with the item, etc.

demonstrates use: A check in this column indicates that the student demonstrates in another context or through another behavior that s/he has a functional knowledge of the content but not in the context or framework called for by the skill statement. For example, a skill might be to match or otherwise associate objects with the setting most appropriate - car/garage, typewriter/desk, pot/kitchen. The student may always put things away in their proper areas from day to day but may not perform the skill in the context of "Where does this go?" Or, the student may use passive verbs in speech but does not perform the skill "Identifies passive verbs" in any other fashion - does not name them, point them out, tell the rules for forming them, or produce one on request. Another student may locate a book by using the card catalog but does not explain his/her system for doing so. These are all examples of "demonstrates use."

describes parts & rules of use or construction: A check in this column indicates that the student explains what is necessary to be done to achieve the desired outcome but does not construct an example and does not apply the rules. Such a student identifies the parts of a letter by listing or pointing them out and identifies the rules for constructing a letter but does not compose a letter without assistance.

constructs an example: A check in this column indicates that the student has mastered the skill to the degree that s/he independently applies the rules and the skills necessary to produce the desired end product.

C. Performance Unobserved: This column is checked if the student does not perform the skill in any manner with or without intervention being given.

D. Not Applicable/Appropriate: This column is marked if the skill is not an appropriate learning objective for the student. The evaluator should indicate in the comments column the reasons for making such a decision.

E. Comments: Any notes which further explain an evaluator's responses are placed in this column. Also recorded here are suggestions for equipment or other special conditions. Explanation of any choice of "N/A" is also placed in the "Comments" column.

SUB-AREA: VISUAL DISCRIMINATION

GOALS:

1. Sorts objects, letters & words into like & different groups.
2. Sorts pictures of objects/objects by function & by category/class.
3. Identifies object when shown only a part of the object.
4. Identifies an object pictured in an irrelevant, confounding background.

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	otivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Discriminates objects as same/differen												
Discriminates objects by shape, color, size.												
Illustrates the assembly of an object from its parts (at least 5 parts)												
Sequences five related actions in imitation												
Illustrates the assembly of an 8-piece puzzle w/ shape and color cues												
Selects an item from a group that does NOT belong												
Sorts printed words into like/differen												
Identifies an object from part of the object												
Identifies the parts missing from an incomplete picture or object												
Sort colors by shade and hue												
Matches object with the most appropriate location (car/garage:stove/kitchen)												
Match body part with corresponding clothing worn on that part (foot/shoe)												
Enumerates objects shown/pictured												
Discriminate object pictured in non-confounding background												
Discriminate object pictured in an irrelevant, confounding backgroun												
Discriminate line sumperimposed on a geometric design (all black & white)												
Matches pictured patterns												
Creates match to an ababab pattern, all "a"'s same and all "b"'s same (X·0·[illegible]·0·												

SUB-AREA: VISUAL DISCRIMINATION

GOALS:

5. Extends an ABABAB pattern where "A" and "B" are categories or classes (birds, fish, fruit,etc): duck·apple·hen·pear·goose·cherry..
6. Identifies pictured absurdity (fish watching television).
7. Identifies element completing pictured parallel analogy - finger:hand::toe:foot.
8. Identifes sequence of events involved in routine activity such as dressing (sequences pictures, demonstrates sequence, etc.)

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Extends an ababab pattern												
Creates a match to an ababab pattern after the model has been removed												
Extends an ABABAB pattern where A & B are categories/classes (fish,fruit,toys												
Matches/associates scenes with similar environmental characteristics												
Discriminates faces portraying emotions such as love, anger, joy, fear, etc.												
Discriminates as like/different letter & number sequences up to 5 items												
Discriminate as like/different word sequences up to 5 words												
Identifies an item after it has been presented then removed												
Associates pictures which illustrate spatial relationships(under,on,in,out)												
Sorts pictures or objects by class or category												
Match picture of object or name of object with the actual object												
Identifies opposites												
Identifies absurdities (picture of fish watching television)												
Completes picture sentence by identifying missing element												
Completes pictured parallel analogy - finger is to hand as toe is to (foot)												
Sequencespictured events of a routine activity such as dressing												
Closes spaced letters to form familiar word such as own name												
Follows directions given visually (pictures or gestures)												

LANGUAGE DEVELOPMENT

SUB-AREA: AURAL DISCRIMINATION

GOALS:

9. Identifies language sounds as same or different.

10. Synthesizes sequence of spaced sounds or syllables into name/word- ha·mm·burr·guh·rrr = hamburger.

11. Discriminates spoken phrase differing in grammatical structures such as verb tense or noun number - boy running/boys running; sheep is eating/sheep are eating.

PERFORMANCE STATEMENTS	Conditions and Manner of Performance									Performance Unobserved	Not Applicable/Appropriate	COMMENTS
	Given:				Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example			
Identifies isolated sounds												
Identifies sounds with background nois present												
Identifies source of non-language sound												
Creates a match to a vocal or musical rhythm pattern												
Identifies vocal or musical rhythm patterns as same or different												
Identifies non-language sounds as same or different												
Identifies non-language sounds as same or different in tone,volume and pitch												
Identifies rhyme for spoken word - ("Hat" - identify rat/bat/cat/mat)												
Identifies element completing a spoken sentence												
Discriminatesspoken phrases differing in adjective elements (color, size)												
Synthesizessequence of spaced sounds/ syllables into word (ha·mm·bur·guh·rr)												
Discriminate by intonation the meaning of sentence												
Identifies word beginning with same consonant sound as spoken cue word												
Identifies spoken words w/sounds omitte												
Discriminates spoken words by initial, medial/final consonant sound (cat/bat)												
Discriminates spoken words by vowel sounds (two/toe; sew/saw; bat/bit)												
Discriminates spoken words by vowel digraph sounds (boat/beet/bait)												
Discriminate spoken words including vowel dipthongs(oi, oy, ow, ou, ew,ey)												

LANGUAGE DEVELOPMENT

SUB-AREA: AURAL DISCRIMINATION

GOALS:

12. Identifies spoken words by differentiating consonant and vowel sounds (Identifies "Boat" not "Boot").
13. Reproduces/identifies elements in spoken string of 5 related words.
14. Reproduces/identifies elements in spoken string of 5 digits.
15. Identifies object from spoken description of class characteristics - "What is something we eat that grows on trees?"

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	otivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	ot Applicable/Appropriate	COMMENTS
Discriminates spoken words by vowel-R combinations: er, or, ar, ur, ir												
Discriminates spoken word by differentiating consonant blends												
Discriminates spoken word by differentiating consonant digraphs												
Discriminates spoken words by differentiating variable vowel combinations												
Identifies correct syllabication of spoken 2, 3 and 4 syllable words												
Discriminates spoken words by differentiating endings, e.g., -ed,-s,-ing												
Discriminates spoken words by differentiating prefixes												
Discriminates spoken words by differentiating suffixes												
Discriminates spoken sequence of 5 related words												
Discriminates spoken sequence of 5 unrelated words												
Identifies an object from spoken descriptive characteristics												
Identifies an object from spoken description of object position (under,on												
Identifies object that is opposite to one described												
Identifies object from spoken description of class characteristics												
Identifies sequence of 5 spoken digits												
Identifies emotion associated with a sound (baby crying, adult yelling)												
Identifies emotion or mood associated with song or sounds (dirge - mournful)												

SUB-AREA: GRAPHOMOTOR EXPRESSION

GOALS:

16. Draws geometric figures, e.g., circle, square, triangle.
17. Connects a dot-to-dot figure.
18. Completes a partially-drawn geometric figure.
19. Draws 3-part figure including face with eyes, nose, mouth.
20. Prints from memory upper and lower case letters.
21. Copies or prints a word with correct spacing & uniformity of letter size.

PERFORMANCE STATEMENTS	Conditions and Manner of Performance											COMMENTS
	Given:				Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	
Holds crayon and scribbles												
Sequences 5 fine-motor movements												
Identifies match to block design												
Completes a push-pull stroke with crayon or pencil												
Colors **within li**nes												
Arranges objects spatially in imitatio												
Identifies outline of circle, square, rectangle												
Identifies as like or different the letters of the alphabet												
Identifies as like or different the numbers 0 through 9												
Draws vertical and horizontal lines												
Draws line within two boundary lines												
Draws circle												
Draws face												
Draws 3-part man												
connects dot-to-dot drawing												
Completes partially-drawn geometric figure												
Traces upper and lower case printed letters												
Prints upper and lower case printed letters												

SUB-AREA: COMMUNICATION

GOALS:

22. Imitates three-word sentence.
23. Uses two-word combinations including Noun-Noun, Noun-Verb, Adjective-Noun and Verb-Noun to express nominative, imperative & possessive ideas.
24. Uses rising inflection/gesticulation to express interrogative.
25. Uses definite closure to express sentence end or completion of unit of thought.

	Conditions and Manner of Performance											
	Given:				**Performs in Following Manner:**							
PERFORMANCE STATEMENTS	**otivational/social intervention**	**environmental structure**	**demonstration**	**directions**	**identifies by locating**	**identifies by naming**	**demonstrates use**	**describes parts or rules of use or construction**	**constructs an example**	**Performance Unobserved**	**Not Applicable/Appropriate**	COMMENTS
Imitates tongue, lip, mouth movements												
Imitates breathing rhythms												
Gestures to express basic wants & verb ideas: food, toilet, go, come, eat,et												
Identifies objects/pictures of objects												
Articulates vowels & dipthongs (ORAL)												
Articulates consonants & blends (ORAL)												
Imitates three-word sentence												
Gives yes/no response to questions												
Gives single-word response to questions												
Uses single-words to express nominative possessive, imperative												
Uses two-word combinations including Noun-Noun, Noun-Verb, Adj-Noun,Verb-N.												
Makes remarks that are continuations of remark made by teacher												
Indicates interrogative by rising inflection or gesticulation												
Indicates end of sentence or completed thought with definite closure												
Maintains (eye) contact with listeners and speakers (expressors)												
Sits or stands erect												
Reflects in body action/gestures the mood of idea being expressed												

LANGUAGE DEVELOPMENT

SUB-AREA: COMMUNICATION

GOALS:

26. Pantomimes a familiar sequence of actions, such as driving a car or eating a meal.
27. Interprets a picture or describes an object.
28. Describes an event in chronological sequence.
29. Gives directions on how to perfor task of a least 5 steps.
30. Finds out biographical/factual information from another person.

PERFORMANCE STATEMENTS	Conditions and Manner of Performance											COMMENTS
	Given:				Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	
Pantomimes a familiar sequence of actions (e.g., driving a car)												
Works with a partner to pantomime a familiar situation involving 2 people												
Lists some characteristics of an objec												
Describes a scene or picture by listin or enumerating elements/characteristic												
Describes action in a scene using action words												
Gives directions on how to reach a nearby destination												
Gives directions on how to perform a task of a least 5 steps												
Answers questions about self concernin biographical information												
Answers factual questions on topics												
Describes an event in chronological sequence												
Adds to a group discussion by interjecting own comments, opinions												
Contributes to group discussion by adding continuations of another's remark												
Expresses own wants and needs to adult												
Expresses own wants and need to peers												
Asks questions about own concerns												
Asks questions to find out specific infomation												
Asks another questions about him/herself												

LANGUAGE DEVELOPMENT

SUB-AREA: COMMUNICATION

GOALS:

31. Adds to a group discussion, i.e., remarks are continuations of remark made by another.
32. Uses noun and verb modifiers.
33. Expresses time relationships through verb tense.

PERFORMANCE STATEMENTS	Conditions and Manner of Performance									Performance Unobserved	Not Applicable/Appropriate	COMMENTS
	Given:				Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example			
Identifies own opinion on issue												
Identifies group's opinion on an issue												
Identifies a main point of a discussio following the discussion												
Uses sentences of four types: imperative, interrog.,declarative,exclamator												
Uses plural verbs for plural subjects, singular verbs for singular subjects												
Uses prepositions of place, time												
Uses personal pronouns and interrogative pronouns												
Uses relative pronouns												
Uses conjunctions												
Uses compound sentences												
Uses past tense												
Uses future tense												
Uses present progressive (to be + -ing form of verb, is going)												
Uses prepositional phrases to describe noun												
Uses adverbs and prepositional phrases to describe verb ideas (modify verb)												
Uses verb phrases, including gerund, infinitive and participal												
Uses future, past and present tense to express time relationships of events												
Uses direct quotations												

LANGUAGE DEVELOPMENT

SUB-AREA: LITERAL COMPREHENSION

GOALS:

34. Identifies action that is taking place in a selection, picture, etc.
35. Identifies WHO is actor or main character in selection, picture.
36. Paraphrases or describes main idea of a scene.
37. Arranges illustrations/events in order of their occurrence in selection.

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Follows three step directions												
Follows directions involving prepositions												
Identifies an object described or named (identifies noun referent)												
Identifies meaning of an action verb												
Identifies categories or classes												
Associates a word with pictorial representation of word												
Arranges 5 events (steps in a familiar task) in sequence												
Identifies the main character in a selection, WHO action is about												
Identifies the action taking place in selection												
Identifies WHERE action is taking place												
Identifies HOW something has occurred in a selection												
Identifies WHY action has occurred (cause of simple event)												
Answers yes/no to questions regarding own wants & needs												
Identifies main idea of a scene/event												
Summarizes series of events												
Identifies synonyms												
Identifies meaning of a simple noun-verb-direct object sentence												

SUB-AREA: LITERAL COMPREHENSION

GOALS:

38. Selects picture/word/sentence that verifies statement made about selection or event.

39. Identifies picture/situation which illustrates an "If ..., then ..." relationship.

40. Selects an opposite of a negative: "The one who is not a girl."

41. Identifies a false statement made about a selection as false.

42. Identifies from content a missing word/element in sentence/situation

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	otivational/social intervention	environmental structure	demonstration	directions	dentifies by locating	dentifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Arranges events in order of occurrence in selection												
Supplies missing word to complete a sentence -oral/written/picture sentence												
Completes a picture or scene by identifying or supplying missing part												
Identifies verb tenses												
Identifies the antecedents of pronouns												
Identifies the meaning of passive verbs												
Identifies object of verb in passive voice												
Identifies subject of verb in passive voice												
Identifies meaning of complex sentence with one relative clause												
Identifies common attributes of scenes or situations												
Selects the opposite of a negative statement ("The one that is not ...."												
Identifies meaning of "If ...,then...." sentence or relationship												
Selects a picture/word/sentence to verify statement about a selection												
Identifies character roles in a story or picture												
Identifies as fallacious a false statement about a selection/story												
Identifies/associates antonyms												
Identifies from content a missing word in a sentence or element in picture												

SUB-AREA: INTERPRETATIVE COMPREHENSION

GOALS:

43. Identifies emotions displayed/pictured.
44. Identifies humor in selection.
45. Identifies what will happen next in selection or picture.
46. Identifies the meanings of idioms (e.g., "Get around" someone, meaning "deceive").

PERFORMANCE STATEMENTS	Conditions and Manner of Performance									Performance Unobserved	Not Applicable/Appropriate	COMMENTS
	Given:				Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example			
Identifies an omitted word from context clues.												
Identifies emotions displayed or pictured.												
Identifies/restructures a situation or scene from descriptive characteristics												
Identifies a character from descriptive characteristics												
Identifies the multiple meanings of words (e.g., drive, play, plant)												
Identifies connotative word meanings & shades of meaning of words												
Identifies exaggerations												
Identifies humor in selection or picture												
Identifies what will happen next in situation/picture (probable outcome)												
Identifies someone's opinion (as being an interpretation, not a fact)												
Gives a title or key word or phrase for a selection												
Identifies the distinguishing characteristics of characters in selection												
Identifies the meanings of idioms, e.g., "How did you come by that?" (acquire)												
Identifies a nonsense selection												
Identifies a meaning for a nonsense line based on the other lines in story												
Identifies meaning for a nonsense word based on context												
Identifies emotions of characters in a selection												
Identifies comparison and contrast situations												

SUB-AREA: INTERPRETATIVE COMPREHENSION

GOALS:

47. Identifies suitability of actions of character in selection in terms of consequences.

48. Identifies author's purpose in an informative selection.

49. Identifies crisis or climax point of a selection or situation.

50. Identifies author's point of view in a subjective selection.

PERFORMANCE STATEMENTS	Conditions and Manner of Performance									Performance Unobserved	Not Applicable/Appropriate	COMMENTS
	Given:				Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example			
Identifies mood or feelings conveyed in a passage or selection												
Identifies suitability of own actions in terms of consequences for misbehavior												
Identifies suitability of actions of story character in terms of consequences												
Identifies pronoun antecedents among story characters using content clues (She drove a red car - Who was she ?)												
Identifies author's point of view in an objective, factual selection												
Identifies author's point of view in a subjective selection												
Identifies author's point of view in a critique												
Identifies sarcasm												
Identifies irony												
Identifies author's purpose in an informative selection												
Identifies author's purpose in a political or persuasive selection												
Identifies the crisis or turning point of a story												
Identifies the event/situation which leads to or causes the climax of story												
Identifies a character's flaw which leads to downfall												
Identifies the denouement of a story or selection												
Identifies the elements of an advertisement which are misleading												
Identifies the elements in a statement/selection that are propagandistic												

SUB-AREA: INTERPRETATIVE COMPREHENSION

GOALS:

51. Identifies the sensory image or sense stimulated by imagery in a selection.

52. Identifies the meaning of figurative language, including simile, hyperbole, personification and irony. ("Break the ice"; "Big as a house").

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Identifies sense to which "Sense-words" appeal: "smooth"-touch;"pungent"-smell												
Identifies the sense or sensory image created by a scene or story												
Identifies animal to which images relate: hopping-kangaroo/rabbit												
Identifies figurative language such as similes and metaphors												
Identifies personification (The tree protected us)												
Identifies the element out of date in a scene in which anachronism is used												
Identifies understatement												
Identifies the elements in science fiction that differ from everyday reality												
Identifies the elements in fable that apply to everday living												
Identifies the consequences of actor's actions for himself												
Identifies the consequences of actor's actions for other characters												
Identifies the effect a particular event has on characters' lives												

SUB-AREA: COMPOSITION

GOALS:

53. Uses complete sentences to communicate facts.

54. Relates a story about a character either real or imaginary.

55. Relates an event which occurred recently.

56. Links several sentences together (paragraph) to describe a person, situation, etc. using adjectives, adverbs, verbals, imagery.

PERFORMANCE STATEMENTS	Conditions and Manner of Performance											COMMENTS
	Given:				Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	
Identifies proper nouns												
Identifies common nouns												
Identifies active verbs												
Identifies passive verbs												
Identifies simple complete sentence												
Identifies sentence fragment												
Identifies compound sentence												
Identifies subject-verb agreement												
Identifies coordinating conjunctions												
Identifies subordinating conjunctions												
Identifies compound sentences												
Identifies complex sentences (at least one dependent clause)												
Identifies parallel sentence structure in compound sentences												
Identifies parallel structure in phrases												
Describes a friend												
Describes an action, the motion of a bird, a friend's walk, etc.												
Identifies redundancies in a description												
Identifies slang expressions												

SUB-AREA: COMPOSITION

GOALS:

54. continued
55. continued
56. continued

57. Describes a character in a story or selection.

58. Compose friendly letter (or message to a friend).

59. Portrays/describes an emotion such as anger, joy, frustration.

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Relates a story with a plot - beginnin climax and end												
Relates an event which occurred before using past tenses												
Anticipates an upcoming event, using future tenses in a description												
Describes what s/he is currently doing using present progressive tense												
Describes own emotions in a situation-punishment, reward, threat or danger												
Uses direct quotations to relay messag from one person to another												
Uses indirect quotations to relay message from one person to another												
Ties two or more sentences together with linking words to form thoughtunit												
Uses transitional words to connect two or more paragraphs in storytelling												
Composes a letter or message to a friend												
Identifies formal language												
Identifies informal language												
Identifies appropriate uses of formal language												

SUB-AREA: COMPOSITION

GOALS:

60. Links several sentences together in an argument to support own point of view with facts.

61. Defines a word.

62. Gathers evidence to support a position and develops an opinion and gives reasons for conclusion reached.

63. Links together several paragraphs or units of thought to describe something or to provide information.

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Identifies major points of another's presentation to which s/he will respond												
Identifies fallacy in another's argument												
Identifies points of agreement in an argument												
Identifies points of disagreement in an argument												
Identifies compromises possible in a conflict situation												
Defines a word that is concrete												
Defines a concept, such as patriotism												
Defines an emotions, such as love,hate												
Questions another regarding an event witnessed,describes event as told												

SUB-AREA: COMPOSITION

GOALS:

64. Links together several paragraphs or units of thought to relate information in logical or chronological order.

65. Creates a certain mood or tone in a selection by altering choice of words, style of delivery, images used, etc. (informal, formal, negative, positive, objective, subjective).

PERFORMANCE STATEMENTS	Conditions and Manner of Performance									Performance Unobserved	Not Applicable/Appropriate	COMMENTS
	Given:				Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example			
Reorganizes scrambled sequence of events and describes event as ordered.												
Identify the similarities in the life stories of two characters(comparison-contrast)												
Arranges a list of scrambled details in order from simple to complex												
Identifies a statement developed through use of details												
Identifies a statement developed through use of contrast & comparison												
Identifies a statement developed through use of facts and opinions												
Identifies a statement developed through use of analogy												
Idendifies a statement developed through cause & effect relationships												
Identifies generalization to be made from a list of details/specific events												
Identifies the facts to be isolated to support a generalization made												
Identifies a subjective argument or statement												

SUB-AREA: READING

GOALS:

66. Identifies upper and lower case letters of alphabet.

67. Identifies one syllable words including CVC pattern words, words with consonant blends, words with dipthongs, digraphs and final silent "E".

	Conditions and Manner of Performance												
	Given:				Performs in Following Manner:								
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Identifies own printed first name												
Identifies singly printed letters of alphabet, upper and lower case												
Identifies printed letters with spoken sound or signed form of that letter												
Identifies printed letter with picture or object name beginning w/ that sound												
Identifies letters as same/different												
Identifies lower case letter which corresponds to each upper case letter												
Groups printed words by first letter												
Identifies printed one-syllable words: CVC pattern with short vowel												
CVC pattern with long vowel												
with initial blend												
with final blend												
with three letter blend												
with word pattern "old"												
with consonant digraphs												
with vowel digraphs												
with vowel and "R" combinations												
with dipthongs												
with silent final "E"												

LANGUAGE DEVELOPMENT

SUB-AREA: READING

GOALS:

68. Identifies consonants, vowels and dipthongs.

69. Identifies words formed with suffixes, prefixes and endings.

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Identifies one-syllable words: with hard and soft "C" and "G"												
contractions												
with word patterns "ight" "ild" "igh"												
with qu as "kw": quit, quick												
Identifies words with suffixes												
Identifies words with prefixes												
Identifies words with twin medial consonants: ladder, middle, sitter												
Identifies words with endings: e.g., s, es, ing, ed												
Identifies syllabication of 3syll.word												
Identifies compound words												
Identifies letters as consonants or vowels												
Identifies dipthongs												

Supplementary Language Skills

In the following section are included performance statements for these sub-areas: Structured Composition, Information Retrieval: Reference Materials, Information Retrieval: Visual-Graphic Materials, Spelling, and Punctuation.

The goals for these sub-areas are not included in either of the Language Development Screening Assessments. These skills represent a high-level of functioning within the behavior or skill of "demonstrates knowledge of a rule by following that rule." The emphasis on these skill areas increases as the student progresses through the school system and emphasis seems to vary greatly from system to system.

Therefore these sub-areas have been placed as an optional area of assessment. The evaluator may select any or all of these sub-areas as relevant and necessary for a complete language assessment, keeping in mind the needs of the student and the priorities of that student's educational planning.

LANGUAGE DEVELOPMENT

SUB-AREA: STRUCTURED COMPOSITION

GOALS:

70. Follows requirements and rules for communicating in a particular format.(For example, the student is given the rules for business letters and composes a letter following those rule for components, sequence of components, language, punctuation,etc)

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Communicates information in format :of Outline												
Bibliography												
Summary												
Rough draft												
Paraphrase												
Definition												
Factual Report												
Essay												
Subjective Description												
Objective Description												
Direct Quotation												
Indirect Quotation												
Short Story												
Narrative of an Event												
Informal letter: friendly,thank-you												
Business letter: application,order, recommendation												
Formal letter: regret, thank-you, acceptance												
Characterization												

SUB-AREA: STRUCTURED COMPOSITION

GOALS:

70. continued:

PERFORMANCE STATEMENTS	Conditions and Manner of Performance									Performance Unobserved	ot Applicable/Appropriate	COMMENTS
	Given:				Performs in Following Manner:							
	otivational/social intervention	environmental structure	demonstration	irections	dentifies by locating	dentifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example			
Communicates information in format of: Factual paragraph (explanatory)												
Paragraph - descriptive												
Paragraph - expository												
Poem (type defined by rules)												
Metaphor												
Simile												
Bibliography												
Footnote												
Biography												
Autobiography												
Antecdote												
Fable												

SUB-AREA: INFORMATION RETRIEVAL:
Reference Materials

GOALS:

71. Follows procedures for locating correct reference material for a specific type of information and for locating that information within the material.

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Retrieves specific information using: Table of Contents												
Appendix												
Dictionary												
Telephone Book												
Encyclopedia Index												
Atlas												
Almanac												
Card Catalog												
Dewey Decimal Numbers												
Thesaurus												
Newspaper Index												
Classified Ads												
Vertical File												
Reference Guide to Periodicals												

SUB-AREA: INFORMATION RETRIEVAL:
Visual-Graphic Materials

GOALS:

72. Identifies specific information represented on charts, tables and other visual-graphic aids.

PERFORMANCE STATEMENTS	Conditions and Manner of Performance									Performance Unobserved	Not Applicable/Appropriate	COMMENTS
	Given:				Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example			
Identifies specific information on: Bar Graph												
Line Graph												
Picture Graph												
Timeline												
Globe												
Weather Map												
Street Map												
Topographical Map												
Map Legend												
Thermometer												
Schedule												
Cartesian Coordinate Axis												
Map with Longitude and Latitude Markers												
Table												

LANGUAGE DEVELOPMENT

SUB-AREA: SPELLING

GOALS:

73. Applies spelling rules

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Applies rules for spelling of: CVC word with short vowel												
CVC word with long vowel												
Word with initial consonant blend												
Word with medial/final blend												
Word with consonant digraph												
Word with dipthongs												
Word with silent consonants												
Word with silent final "E"												
Word with hard "C"												
Word with hard "G"												
Word with soft "C"												
Word with soft "G"												
Word with "R" controlled vowels												
Word with twin medial consonants												
Word with "qu"												
Word with "V" sound												
Word with "dge" and "ge" endings												
Word with vowel digraphs												

SUB-AREA: SPELLING

GOALS:

73. Continued

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS
Applies rules for spelling of: Word with suffix												
Word with prefix												
Compound word not hyphenated												
Compound word hyphenated												
Contraction												
Plural of word ending in "F"												
Plural of word ending in s,x,y,z, sh,ch,ey,tch												
Possessive of singular word												
Possessive of plural word												
"-ing" participle of verb ending in "e"												
Past tense of regular verbs												
Past tense of irregular verbs:swim, go, do, see, drink, come, have												
"ing " participle of verb ending with a consonant												
"ing" participle of verb ending with "y"												
Words contrasting two sounds of "S" e.g., bus/is												
Words contrasting "f" "ph" "gh"												
Words contrasting "ie" and "ei"												
Homophone pairs												

SUB-AREA: SPELLING

GOALS:

73. continued

PERFORMANCE STATEMENTS	Conditions and Manner of Performance									Performance Unobserved	Not Applicable/Appropriate	COMMENTS
	Given:				Performs in Following Manner:							
	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example			
Applies rules for spelling of: Abbreviations												
Words containing "ight" "ild""igh"												
Words with scrambled spelling												
Words containing vowels followed by r. l, or w within a syllable												
Words contrasting "N" as in "not" with "N" as in "sign"												
Words contrasting e,a, and i in endings: ance, ence,ience,ible,ant												

SUB-AREA: PUNCTUATION

GOALS:

74. Matches punctuation to emotion, intonation, emphasis, meaning desired.

75. Applies punctuation rules.

PERFORMANCE STATEMENTS	Conditions and Manner of Performance											COMMENTS
	Given:				Performs in Following Manner:							
	otivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	
Uses a period at the sentence end to indicate closure.												
Uses periods in abbreviations, titles, initials												
Uses question marks at end of interrogative sentence												
Uses exclamation points to set off interjections (exclamatory)												
Uses exclamation points at sentence end of exclamatory statement												
Uses semicolon to signal partial sentence break w/ closely related sent												
Uses semicolon - lists with commas within a series												
Uses colon to signal list												
Uses colon between hours & minutes in time notation (6:10 a.m.)												
Uses apostrophes for possessive and contractions & quote w/n a quote												
Uses parentheses to setoff information												
Uses quotation marks to signal direct quote												
Uses hyphen for some compound words & for lengthy appositives												
Uses upper case letter for first word in sentence												
Uses upper case letters for 1st letter of titles and proper names												
Uses upper case letters for initials and pronoun "I"												
Indents first word of paragraph												
Use commas in series, to set off clause appositive, interjections, yes/no												

LANGUAGE DEVELOPMENT

SUB-AREA:

GOALS:

	Conditions and Manner of Performance											
	Given:				Performs in Following Manner:							
PERFORMANCE STATEMENTS	motivational/social intervention	environmental structure	demonstration	directions	identifies by locating	identifies by naming	demonstrates use	describes parts or rules of use or construction	constructs an example	Performance Unobserved	Not Applicable/Appropriate	COMMENTS

Next Step Suggestions

The diagrams on the following page outline variables to consider in the development and planning of objectives and also in assessing a student in the area of language development.

Assessment Options

The first diagram gives a rough progression of assessment options. The emphasis is student strengths - the intent is to assess content and skill through the means of communication for which the student has indicated a preference. Thus, if a strength is indicated in aural discrimination, the assessment for comprehension and for composition should emphasize aural stimuli - speech, music, noises, taped stories, etc. The student then has an opportunity to demonstrate his/her grasp of a concept or behavior within a familiar and comfortable framework. Once the evaluator establishes that the student demonstrates comprehension of short stories (action, plot, etc.) when the story is narrated, then the evaluator/teacher can plan to strengthen the student's ability to follow the story line in a picture story or written selection.

The student is also given the opportunity to respond to situations/questions in the manner s/he finds most efficient - gesturing, pantomiming, drawing, writing, talking, etc.

Objective Components

The second diagram illustrates the several options the teacher/evaluator has in planning a student's advancement toward the goal behavior. Before chosing the next performance statement in a cluster, the evaluator may alter certain components of the initial learning objective. For instance, the evaluator/teacher may keep the verb the same and change the content. The student who matches like-colors and geometric designs might be next asked to match like-letters of the alphabet. The skill of discriminating like/different remains the same and is applied to a different set of stimuli. The student who traces the letters A-H may next be asked to trace the letters "I" through "P".

A second option the teacher/evaluator has is to change a skill requirement(verb) while keeping the same content and materials (verb object). Thus, the student who is tracing the letters "A" through "H" of the alphabet might next be asked to copy them. The content remains the same and the skill requirement increases in complexity or difficulty.

A third option is the manipulation of the conditions under which skill performance is expected. The student who is performing a skill in a one-to-one situation might next be asked to perform the skill while seated in the general classroom area. Or, the student who is identifying letters that are large (2") and raised might next be asked to identify letters that are printed ½" high on flat paper.

Thus the teacher/evaluator has the option of altering any of the following components of an objective: (a) the behavior or verb; (b) the content or object of the verb; (c) the conditions of performance including setting, assistance and materials or other environmental conditions.

By altering only one componet of the objective at a time, the teacher/evaluator maintains close watch on the student's performance and is able to pinpoint a student's problem or ability to generalize immediately.

ASSESSMENT OPTIONS					Response Options		
VISUAL Discrimination			AURAL Discrimination		Gesture	State	Write
Object	Picture	Letter	Non-lang. Sound	Language Sound			
		Word		Phoneme/ Word			
Panto-mime	Picture Sent.	Printed Sentence		Spoken Sentence			
Story Mime	Picture Story	Printed Paragraph		Narrated Story			

OBJECTIVE COMPONENTS		
SAMPLE VERBS	SAMPLE VERB OBJECTS	SAMPLE CONDITIONS
prints	all 26 capital letters	on lined paper
names	small-case letters	in 1-1 situation
points to	capital letters A-H	with physical assistance
copies	numbers 0-9	using ballpoint pen
traces	own name	using pencil grip
TRACES	CAPITAL LETTERS A-H	WITH PHYSICAL ASSISTANCE
Traces	** numbers 0-9	with physical assistance
Traces	numbers 0-9	** using pencil grip
** Copies	numbers 0-9	using pencil grip

** component being manipulated

Appendix

VOWELS: a,e,i,o,u,y

Short-voweled words

net
pen
pet
map
stag
rag
cob
got
tip
lid
gun
stub
cub

Long-voweled words

meet
weed
mane
tape
pale
fine
lied
goat
bone
road
mute
cute

CONSONANTS: b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z

Initial consonant blends

blue
brat
club
drip
dwarf
flow
frog
glow
grow
play
prod
scoop
skate
sleep
small
snow
spot
stop
sweet
tray
two

Final consonant blends

tact
shelf
lift
built
help
wand
sink
want
lamp
rapt
mask
wasp
list
chasm

Three-letter blends

chrome
school
scrap
shred
splash
spring
street

CONSONANT DIGRAPHS: ch,wh,th,ph,sh

Initial digraph: church, whale, thumb, that, phone, sheet

Final digraph: lunch, with, tooth, glyph, brush

VOWEL - "R" COMBINATIONS: ar, er, ir, ur, or

scar, barn, farm, card, par
fern, perch, herd, water

bird, shirt, firm
form, porch, score

purr, turn
tutor, lord

SILENT CONSONANTS:

comb
rock
debt
gnat
high
right
salmon
knit
often
wrap
wren

SILENT FINAL "E":

rip/ripe
met/mete
spin/spine
hat/hate
kit/kite
hug/huge
mop/mope
tap/tape
dim/dime
quit/quite
cap/cape
cloth/clothe

HARD & SOFT CONSONANTS: c,g,

came
cold
get
goat
city
cent
gem
rage

VOWEL COMBINATIONS:

paid
shawl
haul
spray
peep
meat
meant
drew
pie
float
boil
brook
shoot
grow
cow
couch
hour
mouse
toy

PREFIXES

- a-
- ab-
- abs-
- ante-
- anti-
- be-
- bi-
- cata-
- circum-
- co-
- col-
- com-
- con-
- contra-
- cor-
- de-
- dia-
- dis-
- dif-
- e-
- ef-
- eu-
- ex-
- il-
- im-
- in-
- ir-
- inter-
- intra-
- intro-
- for-
- hemi-
- hyper-
- hypo-
- mis-
- non-
- over-
- para-
- peri-
- post-
- pre-
- pro-
- re-
- retro-
- semi-
- sub-
- sub-
- suf-
- sum-
- sup-
- sus-
- syl-
- sym-
- syn-
- sys-
- super-
- trans-
- ultra-
- un-

SUFFIXES

Noun suffixes

- -dom
- -er
- -hood
- -ness
- -age
- -ance
- -ancy
- -ard
- -art
- -ate
- -ation
- -cy
- -ee
- -eer
- -ence
- -er
- -ery
- -ess
- -et
- -ette
- -ion
- -ism
- -ist
- -ition
- -ity
- -ment
- -or
- -ry
- -tion
- -tude
- -ty
- -ure
- -y

Adjective suffixes

- -en
- -ful
- -ish
- -less
- -like
- -ly
- -some
- -ward
- -y

- -able
- -ate
- -escent
- -esque
- -fic
- -ible
- -ose
- -ous

Adj/Noun

- -ile
- -ine
- -ite
- -ive
- -ory

- -al
- -an
- -ant
- -ary
- -ent
- -ese
- -ian
- -ic

Verb suffixes

- -en
- -ate
- -esce
- -fy
- -ish
- -ize

References

*Bellingham Public Schools. Bellingham Language Arts Guide, K-6. Bellingham, Mass.: Bellingham Public Schools.

Boston Public Schools. Guidelines Individual Progress Program-Elementary. Boston: Boston Public Schools, 1970.

Cawley, John F. Conversations: April 14, University of Connecticut, Storrs, Connecticut; May 6-7, Beverly School for Deaf, Beverly, Massachusetts.

Center for Study of Evaluation at the University of California. System for Objectives-Based Assessment - Reading. Chicago: Science Research Associates.

*Cobb, Mildred. Elective Quarter Plan Curriculum Materials, Secondary. Louisville, Kentucky: Jefferson County Board of Education.

*Dawson, Mildred A. TARGET, Primary Language Arts. Wanamassa, New Jersey: Field Educational Publications.

*Department of Instruction. Student Centered Learning System - Early Childhood Education. Quincy, Massachusetts: Quincy Public Schools, September, 1975.

*Department of Instruction. Student Centered Learning System - Language Arts. Quincy, Massachusetts: Quincy Public Schools, September, 1973.

*Douglas School System. Behavioral Objectives for Programmed Reading in the Elementary School. Ellsworth, South Dakota: Douglas Public Schools, 1969.

Educational Sciences Incorporated. Behavior Resource Guide. Wallingford, Connecticut: Educational Sciences Incorporated, 1973.

Educational Sciences Incorporated. Behavior Skills Inventory. Wallingford, Connecticut: Educational Sciences Incorporated, 1974.

*Evaluation and Assessment Unit. Basic Cognitive Skill Objective Banks. Santa Fe: New Mexico State Department of Education, January, 1976.

*Fleming, Charles A. Clark County Curriculum Guides. Las Vegas: Clark County School District.

Harrow, Anita J. Taxonomy of the Psychomotor Domain. New York: David McKay, 1972.

*Hobaica, Henry. Individualized Reading Program. Brockton, Massachusetts: Elementary Reading Program, Brockton Public Schools.

*Institute for Educational Research. Individualized Instruction Primary Language Arts. Downers Grove, Illinois: Institute for Educational Services.

*Instructional Objectives Exchange. Language Arts: Composition Skills; Comprehension Skills; Mechanics and Usage; Word Forms and Syntax. Los Angeles: Instructional Objectives Exchange, 1971.

*Instructional Objectives Exchange. Reading: Comprehension Skills; Word Attack Skills. Los Angeles: Instructional Objectives Exchange, 1971.

*Landis, John. Individualized Multi-Sensory Approach to Learning, 9th and 10th Grades. Lincoln, Illinois: Lincoln Public Schools.

*Lane County Education Center. Reading Scope and Sequence. Level 1-3. Eugene, Oregon: Instruction Department, 1975.

*Lexington Public Schools. Language Arts Guide. Lexington, Massachusetts: Department of Public Schools.

*Lexington Public Schools. Reading. Lexington, Massachusetts: Department of Public Schools, Project Leeds.

Lincoln, A.L. "Lincoln Diagnostic Spelling Test." Washington, D.C.: Educational Records Bureau, 1960.

Massachusetts Department of Education. Reference Guide of Performance Statements. Core Evaluation Manual. Bedford, Massachusetts: Institute for Educational Services, 1974.

*Mesa Public Schools. Mesa Goals and Objectives Booklets. Mesa, Arizona: Mesa Public Schools.

Morrison McCall. "Graded Spelling List." (No publisher listed).

*Nebraska Department of Education. Curriculum for English. Omaha: Department of Education.

Nedler, Shari. Early Childhood Education Learning System. Austin, Texas: Southwest Educational Development Laboratory.

*Norton Public Schools. Midi-Course Curriculum, 9-12, English. Norton, Mass.: Norton Public Schools.

Project PLAN. Program for Learning in Accordance with Needs. Palo Alto: Westinghouse Corporation.

Project PRIME. Instructional Based Appraisal System. San Antonio: Learner Managed Designs, 1973.

*Project PRIMES. Resource Guide. Harrisburg, Pennsylvania: Project PRIMES.

*Research for Better Schools. Individually Prescribed Instruction - Spelling; Reading. Chicago: Follett Educational Corporation.

Santa Cruz Special Education Management System. Behavioral Characteristics Progression. Santa Cruz: Office of Education, 1973.

Savage, John. Interview: July 7, 1975, Boston College, Boston, Massachusetts.

*University of Massachusetts Center for Educational Research Objectives Bank. Project Co-op Performance Objectives and Criterion Referenced Test Items for Classroom Use - Reading (K-6). Amherst, Massachusetts: National Evaluation Systems, Inc.

*Venners, Robert. Instructional Program Planning and Evaluation System Objectives Bank. Jackson, Michigan: Jackson Public Schools.

Warrimer, John E. English Grammar and Composition Complete Course. New York: Harcourt, World and Brace, 1969.

*Wisconsin Research and Development Center for Cognitive Learning. Wisconsin Design for Reading Skill Development. Minneapolis, Minnesota: NCS Interpretive Scoring Systems.

* Starred entries are sources for collections of specific behavioral objectives and evaluation items in the subject areas of reading and language arts.

SOCIAL DEVELOPMENT

Introduction

The Social Development area of the Educational Evaluation and Planning Package is intended to be used to assess emotional development, shopping, transportation, safety, community facilities skills and money management. The components of this area are:

1) Social Development Screening Assessment: This tool is designed to expedite the use of the Social Development Performance Statements by providing an overview of the skills listed under this area. The screen allows the evaluator to determine which Sub-Areas require in-depth assessment.

2) Social Development Performance Statements: These performance statements, which are arranged by Sub-Area (e.g., transportation, safety) and Goal (e.g., uses public transportation to reach specified destination), describe specific skills (e.g., can operate hand held fire extinguisher). By marking appropriate response categories the evaluator indicates the student's current level of performance with regard to each skill.

3) Next Step Suggestions: These suggestions, including a next step chart, are intended to indicate a general skill hierarchy within the Social Development area.

These three components, when used in conjunction with other assessment materials, are intended to provide the CET with the information necessary to develop individually appropriate social development objectives.

Social Development Screening Assessment

The screening device for the Social Development area is designed to assist in the identification of those social development Sub-Areas in which the student may require a more complete assessment. The device consists of a series of goal statements (numbered 1 through 40) which are organized according to Sub-Areas.

For each screening item, check "Yes" if the student can do it at appropriate times and places without instructional (a programmed sequence) or mechanical (braces) assistance; check "No" if performance is dependent upon instructional/mechanical assistance or is physiologically inappropriate.

When all screening items are marked "Yes" and/or "N/A," the screening device can serve as the complete Social Development assessment. Items marked "No" indicate the need for a more detailed assessment. This is accomplished by assessing all the performance statements within the Sub-Area that contains the item marked "No." For example, if the student is assessed "No" on item #14 ("Gives and takes simple messages over the phone"), the evaluator should turn to the Sub-Area TELEPHONE USE in the Performance Statements and assess the student's performance of each statement in TELEPHONE USE.

The Sub-Areas assessed within Social Development follow no strict developmental progression; therefore, it is necessary to assess the student's performance on all items of this screening device regardless of the number of "No" and/or "N/A" responses within any one Sub-Area.

	Yes	No	N/A
SUB-AREA: SAFETY			
1. Walks across streets at crosswalks in travel situations and obeys traffic signals.	☐	☐	☐
2. When using electrical appliances, keeps fingers away from moving parts, unplugs after use.	☐	☐	☐
3. Demonstrates appropriate responses in cases of fire (either real or described).	☐	☐	☐
4. Follows safety regulations specific to the use of workshop machinery.	☐	☐	☐

	Yes	No	N/A
5. Avoids injury when using kitchen or workshop tools.	☐	☐	☐
SUB-AREA: TIME TELLING			
6. Tells time from a clock or watch.	☐	☐	☐
7. Uses time telling skills to get to activity on time.	☐	☐	☐
SUB-AREA: COMPLETING A BUSINESS FORM			
8. Obtains and fills out a simple business form (warranty, subscription, job application).	☐	☐	☐
9. Returns completed form to appropriate place.	☐	☐	☐
SUB-AREA: LETTER WRITING			
10. Assembles materials necessary to write letter.	☐	☐	☐
11. Addresses envelope.	☐	☐	☐
12. Mails letter.	☐	☐	☐
SUB-AREA: TELEPHONE USE			
13. Uses a telephone for personal calls.	☐	☐	☐
14. Gives and takes simple messages over the phone.	☐	☐	☐
SUB-AREA: RECREATION			
15. Takes part in community recreation by getting to location of activity, engaging in activity, and returning home.	☐	☐	☐
16. Uses home for recreation (e.g. reading, playing games, etc.).	☐	☐	☐

SUB-AREA: MONEY AND BANKING

	Yes	No	N/A
17. Names coins and bills.	☐	☐	☐
18. Reads price tags.	☐	☐	☐
19. Uses appropriate money to pay for items.	☐	☐	☐
20. Counts change received from purchases.	☐	☐	☐
21. Fills out forms necessary for savings/checking account.	☐	☐	☐
22. Establishes a budget and manages money according to that budget.	☐	☐	☐

SUB-AREA: SHOPPING

23. Shops in store appropriate to desired items.	☐	☐	☐
24. Takes selected items to cashier and pays for them.	☐	☐	☐

SUB-AREA: TRAVEL

25. Travels to and from specified locations on foot.	☐	☐	☐
26. Uses public transportation to reach specified locations.	☐	☐	☐
27. Selectes mode of transportation appropriate to needs/activity.	☐	☐	☐

SUB-AREA: RESTAURANT USE

28. Locates restaurant facilities in the community.	☐	☐	☐
29. Orders meal when asked.	☐	☐	☐
30. Displays appropriate behavior when eating in a restaurant.	☐	☐	☐

	Yes	No	N/A
SUB-AREA: RESTROOM USE			
31. Locates and uses public restrooms.	☐	☐	☐
SUB-AREA: SEX EDUCATION			
32. Explains birth control, conception, pregnancy, V.D.	☐	☐	☐
33. Explains own concept of date, including information about how to choose a date, where to go, etc.	☐	☐	☐
SUB-AREA: EMOTIONAL DEVELOPMENT			
34. Interacts with others of various ages in several situations.	☐	☐	☐
35. Forms stable attachments with others.	☐	☐	☐
36. Accepts help from peers.	☐	☐	☐
37. Expresses feelings verbally or with gestures.	☐	☐	☐
38. Evaluates own performance if asked.	☐	☐	☐
SUB-AREA: MEDICAL MANAGEMENT			
39. Manages own medical/prosthetic needs, including regular checkups.	☐	☐	☐
40. Arranges for yearly physical/dental examinations.	☐	☐	☐

Social Development Performance Statements

The Social Development Performance Statements are arranged by Sub-Area (i.e., transportation, shopping) and Goal (i.e., uses public transportation to reach specified destination). The Goals are numbered to correspond to the screening assessment numbers. The evaluator uses the results of the screening to select the Sub-Areas which require more comprehensive assessment.

Listed under each Goal in a Sub-Area are specific Performance Statements. The evaluator indicates the student's performance of each statement by marking the appropriate response categories. The following is an explanation of each of the response categories:

A. Performs Appropriately Without Assistance: Check this space if the student displays the indicated skill at appropriate times and places without requiring assistance.

B. Performs When Provided With: Check spaces in this section when the student requires some special instruction/intervention to perform the skill. More than one space may be checked. The categories are:

physical assistance: Performs the task when physical cues are given. For example, in crossing the street, the student waits for the "walk" light when his teacher holds her arm in front of him.

verbal assistance: Performs the task when verbal cues are given. For example, the student needs to be reminded to unplug appliances before washing them.

demonstration: Performs the task when given a visual cue. For example, the student fills out a bank deposit slip when his teacher is with him filling one out, or when he takes a sample to the bank with him.

instructional setting: Performs the task when provided with an environment similar to the one in which the skill will be applied. For example, the student displays shopping skills in the classroom store, but not yet in a real store.

encouragement: Performs the task when provided with monitoring from the teacher. For example, the student fills out a simple form properly if the teacher tells him, "Yes, you're doing fine," after each space is filled in.

C. Performance Unobserved: Check this space to indicate that you have not seen the student display the skill.

D. Not Applicable: Check this space if the skill does not apply to a particular student. For example, the section in Medical Management on Ileostomy care does not apply to the student who does not have an ileostomy.

E. Comments: Use this space to further explain any of the items checked, to note special materials or equipment, or to make related comments.

SOCIAL DEVELOPMENT

SUB-AREA: SAFETY

GOAL(S):

1. Walks across streets at crosswalks in travel situations and obeys traffic signals.
2. When using electrical appliances, keeps fingers away from moving parts, unplugs after use.
3. Demonstrates appropriate responses in cases of fire (either real or described).
4. Follows safety regulations specific to the use of workshop machinery.
5. Avoids injury when using kitchen or workshop tools.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Uses appropriate door for "in" and "out"									
•Uses a one way turnstyle (no money) correctly.									
•Keeps money in wallet or pocketbook.									
•Keeps wallet in pants pocket or purse.									
•Uses crosswalk to cross street.									
•Responds appropriately to "walk" "don't walk" signals.									
•Looks both ways before stepping off curb.									
•Observes safety regulations while traveling on public vehicle - (i.e., bus, cab, escalator, elevator - stands behind white line, etc.).									
•Follows safety regulations specific to the use of machinery.									
•Unplugs small appliances when finished using them (e.g., mixer, etc.).									
•Can operate a simple fire extinguisher.									
•Can indicate three ways to tell if there is a fire.									
•Can leave familiar buildings by at least two alternative routes within 30 seconds.									
•Can list three things to do if there is a fire.									
•Avoids elevators/escalators in cases of fire.									
•Walks in crowds without pushing others.									

SOCIAL DEVELOPMENT

SUB-AREA: SAFETY

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Calls for help in emergencies.									
• Swims within roped off area at pond or pool.									
• Enters pool by using ladder.									
• Swims in areas where lifeguard is present.									
• Uses paring knife without cutting self.									
• Exercises care when washing knives and peeler.									
• Stores knives and peeler with blades covered.									
• Holds plug when removing or inserting plug in socket.									
• Unplugs appliances before cleaning.									
• Uses electrical appliances away from water.									
• Turns off burner(s) or oven when finished with stove.									
• Uses pot holder when handling pots from stove.									
• Turns off electricity when changing bulbs.									
• Recognizes need for caution when using items marked poison									
• Stores poisons away from foods.									
• Extinguishes match completely before disposing it.									
• Wipes up spills as soon as they occur.									
• Keeps stairs clear of obstructions.									
• Walks along side of road or on sidewalk.									
• Walks facing traffic on roads.									
• Rides bike in right hand lane.									
• Indicates turns and stops on bike with hand signals.									
• Uses basket or carrier for transporting items on bike.									

SUB-AREA: SAFETY

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Uses seat belts when traveling in car.									
•Locks door when traveling in car.									
•Keeps hands away from car controls.									
•Keeps arms, etc. inside car when it is in operation.									

SOCIAL DEVELOPMENT

SUB-AREA: TIME TELLING

GOAL(S):

6. Tells time from a clock or watch.

7. Uses time telling skills to get to activity on time.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• States time of regular daily events (breakfast, etc.)									
• States whether it's morning, afternoon, or night, when asked.									
• States what day of the week it is.									
• States what month it is.									
• States what year it is.									
• States the date (calendar visible).									
• Reads numbers 1-12 aloud.									
• Says numbers 1-55.									
• Locates a clock or watch.									
• Asks someone for time if no clock is found.									
• States time to the nearest hour.									
• States time to the nearest half hour.									
• States time to the nearest quarter hour.									
• States time to the nearest five minutes.									
• States time of appointment.									
• Arrives at appointment location on time.									
• Arrives at bus stop on time.									
• Arrives at work on time every day.									
• Uses alarm clock in order to wake up in time for work or activity.									

SUB-AREA: COMPLETING A BUSINESS FORM

GOAL(S):

8. Obtains and fills out a simple business form (warranty, subscription, job application).

9. Returns completed form to appropriate place.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Obtains form by sending for it, if appropriate.									
• Obtains form by picking it up at an office, if appropriate.									
• Obtains form by removing it from magazine or packing crate, if appropriate.									
• Uses a pen to fill out form.									
• Writes (or prints) names in space provided.									
• Writes (or prints) date in space provided.									
• Writes (or prints) address in space provided.									
• Writes social security number in space provided.									
• Places signature on form, if appropriate.									
• Asks for assistance if appropriate.									
• Mails form, if appropriate.									
• Returns form to office, if appropriate.									
• Identifies in writing a parent/guardian.									

SOCIAL DEVELOPMENT

SUB-AREA: LETTER WRITING

GOAL(S):

10. Assembles materials necessary to write letter.

11. Addresses envelope.

12. Mails letter.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With physical assistance	verbal assistance	demonstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	COMMENTS
•Selects paper, envelope, stamp, and pencil (or pen).									
•Holds pencil/pen in one hand, secures paper with the other.									
•Writes date at top of first page.									
•Writes "Dear ____________".									
•Writes simple sentences describing activities/expressing ideas.									
•Uses appropriate punctuation.									
•Writes appropriate closing at end of letter.									
•Writes name legibly beneath closing.									
•Writes return address in front upper left corner of envelope or on back of envelope.									
•Writes mailing address in center front of envelope, including zip code.									
•Puts stamp on front upper right corner of envelope.									
•Seals envelope by moistening gummed surface with tongue or sponge and pressing it down on back of envelope.									
•Locates appropriate mailbox and deposits letter.									

SUB-AREA: TELEPHONE USE

GOALS:

13. Uses a telephone for personal calls

14. Gives and takes simple messages over the phone.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Locates telephone.									
•Opens and closes door to booth, if appropriate.									
•Finds number in phone book or on personal phone list.									
•Selects correct change for pay telephone, if appropriate.									
•Lifts receiver.									
•Dials directory assistance, if appropriate.									
•Dials "0" for operator assistance, if appropriate.									
•Dials desired number.									
•Dials "1" (and area code, if appropriate) before making long distance calls.									
•Recognizes busy signal by hanging up receiver.									
•Allows phone to ring at least six times before hanging up.									
•Waits for someone to answer before speaking.									
•Identifies self at beginning of conversation.									
•Asks to speak with desired person.									
•Answers simple questions, i.e., "Where is ____?" "When will he be back?"									
•Concludes conversation by saying good-bye.									
• Hangs up receiver.									
•Recognizes phone ring by picking up receiver.									
•Gives simple messages over phone, i.e., "Please call later", etc.									
•Takes simple messages over the phone.									

SUB-AREA: RECREATION

GOAL(S):

15. Takes part in community recreation by getting to location of activity, engaging in activity, and returning home.

16. Uses home for recreation (e.g., reading, playing games, etc.).

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Expresses preference for a particular type of recreation.									
•Plans transportation to activity									
a) by using newspaper schedule									
b) by using bus and train schedules									
c) by determining walking route									
d) by asking directions - assistance									
•Travels to recreational facility.									
•Waits in line to participate, if necessary.									
•Finds staff person of activity to									
a) purchase tickets									
b) ask directions									
•Uses money if necessary to purchase entry.									
•Retrieves change.									
•Obtains equipment if necessary.									
•Takes part in activity by waiting for turn.									
•Takes part in activity by watching or talking appropriately.									
•Demonstrates completion of activity by leaving activity area quietly.									
•Returns equipment after use, if necessary.									
•Pays any further charge, if appropriate.									
•Leaves facility.									
•Returns home by appropriate transportation means.									
•Chooses leisure time activity for home.									
•Gathers necessary materials for activity, (e.g., reading, crafts, sports).									
•Assembles people for participation in activity (e.g., cards, games).									
•Cleans area upon completion of activity.									

SUB-AREA: MONEY AND BANKING

GOAL(S):

17. Names coins and bills.
18. Reads price tags.
19. Uses appropriate money to pay for items.
20. Counts change received from purchases.
21. Fills out forms necessary for savings / checking account.
22. Establishes a budget and manages money according to that budget.

	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
PERFORMANCE STATEMENTS		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Names coins (penny, nickel, dime, quarter).									
•States the value of coins (penny, nickel, dime, quarter).									
•States coin value equivalence - i.e., one nickel = five cents, 1 nickel & 2 dimes = one quarter.									
•Makes change for $1 or less (both $.59 and 59¢).									
•Makes change for $5 or less.									
•Makes change for $10 or less.									
•Makes change for $20 or less.									
•Reads price tags for $1 or less.									
•Reads price tags for $5 or less.									
•Reads price tags for $10 or less.									
•Reads price tags for $20 or less.									
•Names numbers 1-100									
•Computes an itemized bill.									
•Uses pocket calculator to add and subtract.									
•Spends money according to pre-established budget.									
•Saves money/tokens in a personal bank.									

SOCIAL DEVELOPMENT

SUB-AREA: MONEY AND BANKING

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Signs name legibly.									
• Writes or prints address.									
• Asks customer service representative for assistance in opening a savings/checking account.									
• Fills out withdrawal slip.									
• Fills out deposit slip.									
• Gives slip (with money if appropriate) to bank teller.									
• Fills in a personal check.									
• Computes balance of savings/checking account.									

SOCIAL DEVELOPMENT

SUB-AREA: SHOPPING

GOAL(S):

23. Shops in store appropriate to desired items.

24. Takes selected items to cashier and pays for them.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Locates store appropriate to desired purchase.									
•Locates general item(s) for purchase (i.e., canned goods section, ladies clothes).									
•Reads price from price tag.									
•Uses comparison shopping skills to select specific item.									
•Uses dressing room if appropriate.									
•Puts item in shopping cart, if appropriate.									
•Keeps rough tally of cost of all items.									
•Walks to check-out area.									
•Waits in line to check out.									
•Puts item(s) on cashier's counter.									
•Takes appropriate money from wallet.									
•Gives money to cashier.									
•Receives change from cashier or change from machine, counts it, puts it in wallet.									
•Waits for item to be bagged.									
•Holding bag(s), leaves check-out area.									
•Leaves store.									
•Uses vending machine.									
•Takes a shopping list — has pre-planned for shopping.									
•Leaves packages closed until they are paid for.									

SUB-AREA: TRAVEL

GOAL(S):

25. Travels to and from specified locations on foot.
26. Uses public transportation to reach specified locations.
27. Selects mode of transportation appropriate to needs/activity.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Walks independently to at least one specific location within two blocks of his/her residence or school.									
•Walks independently to at least one specific location within one half mile of his/her school or residence.									
•Travels by bicycle to at least one specific location within two blocks of his/her home or school.									
•Travels by bicycle to at least one specific location within one half mile of his/her residence or school.									
•Uses one form of public transportation (bus, taxi cab, subway, etc.).									
•Waits at appropriate location in designated area for public transportation vehicle (bus stop, subway stop, etc.).									
•Identifies appropriate public transportation vehicle by number and/or sign of destination.									
•Identifies times required for trip -- departure, travel, arrival.									
•Waits turn when boarding vehicle.									
•Boards vehicle independently, (i.e., climbs steps)									
•Pays correct fare (i.e., in exact change, waits for change).									
•Pays tip, if appropriate.									
•Pays fare to appropriate person/machine.									
•Remains in seat while vehicle is moving.									
•Interacts appropriately with other passengers, i.e., talks in soft voice, does not seek attention.									
•Abides by posted notices (no smoking, stand behind white line).									

SOCIAL DEVELOPMENT

SUB-AREA: TRAVEL

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Uses cues (landmarks, etc.) to identify location for disembarking.									
•Informs driver of destination (cab driver, elevator operator).									
•Calls for vehicle (phones for cab, pushes elevator button).									
•Asks for assistance when necessary.									
•Selects appropriate mode of transportation.									

SUB-AREA: RESTAURANT USE

GOAL(S):

28. Locates restaurant facilities in the community.

29. Orders meal when asked.

30. Displays appropriate behavior when eating in a restaurant.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Locates a restaurant.									
• Enters restaurant.									
• Waits to be seated, if appropriate.									
• Sits at either counter or table, if appropriate.									
• Waits in line if there are no seats.									
• Locates menu.									
• Locates categories of food on menu.									
• Uses sight word vocabulary to select items from menu.									
• Reads price of desired foods.									
• Chooses foods within budget.									
• Waits turn to order.									
• Asks waitperson to describe unfamiliar foods.									
• Orders foods decided upon.									
• Uses utensils, glass, napkins appropriately.									
• Places utensils on plate when finished eating.									
• Picks up check.									
• Checks bill and takes appropriate money from wallet.									
• Leaves appropriate tip, if situation requires.									
• Gives bill and money to cashier or to waitperson if appropriate.									
• Receives change, counts it, and places it in wallet.									
• Picks up parcels and leaves restaurant.									
• Locates end of line at cafeteria.									
• Picks up tray and utensils in cafeteria.									

SUB-AREA: RESTAURANT USE

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Orders when turn comes in cafeteria.									
• Places food on tray.									
• Carries tray to table without spilling.									
• When finished eating, picks up tray and utensils and takes to disposal area.									

SUB-AREA: RESTROOM USE

GOAL(S):

31. Locates and uses public restrooms.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Locates sex appropriate restroom.									
• Reads cost of pay toilets and selects appropriate coin.									
• Inserts coin and operates coin lock.									
• Enters stall, if appropriate.									
• Closes and latches stall door, if appropriate.									
• Dresses fully before opening door.									
• Unlatches door, if appropriate.									
• Leaves stall promptly.									
• Washes and dries hands.									
• Leaves room as clean as it was found.									

SUB-AREA: SEX EDUCATION

GOAL(S):

32. Explains birth control, conception, pregnancy, V.D.

33. Explains own concept of dating, including information about how to choose a date, where to go, etc.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Demonstrates understanding of physical similarities and differences in males and females by describing (or pointing to) like and unlike parts.									
•Names major sex organs in male and female (vagina, penis, etc.).									
•Identifies location of reproductive organs, given an illustration or model.									
•Describes major reproductive functions of male and female sex organs.									
•Describes what the word "intercourse" means.									
•Describes what happens during process of conception, i.e., gives simple explanation of process: egg + sperm -- embryo -- offspring.									
•Describes physical changes which occur during pregnancy.									
•Describes conditions necessary for pregnancy to occur.									
•Describes how fetus is nourished and sheltered within mother's body (using "uterus," "placenta")									
•Describes how baby is born.									
•Describes how baby is nourished after birth (using "breast," "bottle")									
•Explains need for medical monitoring during pregnancy.									
•Describes changes that occur in the male and female at the onset of puberty.									
•Describes (defines) menstruation, and describes appropriate sanitary care.									
•Defines birth control.									
•Names and describes several methods of birth control.									
•Explains where and how birth control information may be obtained.									
•Describes symptoms of gonorrhea and syphillis.									
•Describes means of preventing gonorrhea and syphillis.									
•Seeks medical attention if symptoms of gonorrhea/syphillis occur.									

SOCIAL DEVELOPMENT

SUB-AREA: SEX EDUCATION

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With: physical assistance	verbal assistance	demonstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	COMMENTS
• Describes masturbation.									
• Explains own concept of dating.									
• Describes what he/she finds attractive in a preferred partner.									
• Explains own concept of responsibility within a relationship.									

SUB-AREA: EMOTIONAL DEVELOPMENT

GOAL(S):

34. Interacts with others of various ages in several situations.
35. Forms stable attachments with others.
36. Accepts help from peers.
37. Expresses feelings verbally or with gestures.
38. Evaluates own performance if asked.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Indicates awareness by turning toward sound or toward familiar person entering room.									
• Becomes quiet in response to adult attention.									
• Investigates environment by touching, moving.									
• Indicates preferences for certain stimuli by selecting items which possess particular, consistent qualities.									
• Laughs/smiles when taking part in a pleasurable activity.									
• Interacts with familiar persons.									
• Looks toward speaker when name is called.									
• Is separated from preferred adult without crying.									
• Accepts help in dressing activities from adult.									
• Enters new situation with preferred adult without hiding.									
• Accepts help from adult after expressing frustration verbally (vocally).									
• Identifies body parts which are named.									
• Imitates facial expressions, gestures.									
• Asks for help in frustrating situations.									
• Imitates peers in activities.									
• Initiates activities with 1:1 instruction.									
• Initiates activities without 1:1 instruction.									

SUB-AREA: EMOTIONAL DEVELOPMENT

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
•Plays with materials by himself only.									
•Plays side by side with peer, not interacting (parallel play).									
•When directed by adult, shares possessions with another child.									
•Offers toys to other children.									
•Interacts with peers through materials.									
•Interacts with peers without materials.									
•States names of body parts.									
•Draws a human figure with recognizable major parts.									
•Remains in a group of 2-4 others for quiet activity.									
•Works with others to establish game rules.									
•Chooses to interact sometimes, to be alone other times.									
•Labels or expresses own feelings.									
•Labels or expresses feelings of others.									
•Engages in fantasy play.									
•When asked can identify his play as make-believe.									
•Performs for others.									
•Indicates whether items are his possessions or not.									
•Points to his image in a mirror reflecting a group.									
•Points to himself in a group picture.									
•Identifies body parts according to function.									
•Describes situation in which student experienced strong feelings.									
•Expresses feelings while in situation (may be accompanied by acting out).									
•Expresses feelings rather than acting upon them.									

SOCIAL DEVELOPMENT

SUB-AREA: EMOTIONAL DEVELOPMENT

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Expresses feelings appropriately after being told he is right/wrong.									
• Moves on to new activity after praise or criticism.									
• Expresses self praise appropriately.									
• Expresses self criticism appropriately.									
• Expresses agreement or disagreement with another person's evaluation.									
• Sometimes asks adult to perform task without first trying it.									
• Asks "is this right?" after each step in the task.									
• Asks "is this right?" after the task is complete.									
• States his own evaluation after completing the task.									
• Takes only one side in arguments.									
• Describes why situations are preferred.									

SUB-AREA: MEDICAL MANAGEMENT

GOAL(S):

39. Manages own medical/prosthetic needs, including regular checkups.

40. Arranges for yearly physical/dental examinations.

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
PROSTHESES									
•Cares for skin, checking for irritation and pressure points, and cleans skin thoroughly.									
•Applies prosthesis as directed by physician, or therapist.									
•Cares for device by cleaning and lubricating it, if appropriate.									
•Describes limitations of prosthesis and avoids using it in dangerous situations.									
•Has regular checkups for fit.									
WHEELCHAIR MOBILITY									
•Positions and locks chair.									
•Transfers to chair.									
•Transfers from chair.									
•Unlocks chair.									
•Navigates environment, including doors, corners, ramps.									
•Aware of limitations of wheelchair by avoiding stairs, etc.									
DENTAL CARE									
•Practices oral hygiene by brushing teeth daily.									
•Seeks professional attention twice a year for cleaning and checkups.									
•Seeks professional attention if problems arise with teeth or gums.									
GASTRO-INTESTINAL, GENITO-URINARY: GASTROSTOMY, COLOSTOMY, ILEOSTOMY									
• Cares for skin, including cleaning area, checking for skin breakdown, infection around tube.									
• Removes appliance by unhooking belt, peeling bag from skin.									

SUB-AREA: MEDICAL MANAGEMENT

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Cares for bag by washing it out, reapplying seal.									
• Reapplies bag by sealing to skin around tube and re-hooking belt.									
• Seeks medical attention if there is no drainage, if diarrhea occurs, or if illness/vomiting develops.									
• Gets prepared "diet" and uses it.									
DIABETES									
• Describes disease, including information about not ingesting sugar, etc.									
• Describes symptoms of onset of diabetes, fatigue, hunger, poor healing, thirst, weight loss, etc.									
• Monitors diet according to medical directions.									
• Seeks and maintains contact with physician for checkups, etc.									
• Performs urine test at home to monitor condition.									
• Takes oral medication, if appropriate, using correct dosage.									
• Takes parenteral medication if appropriate, using correct dosage.									
• Describes possible complications of diabetes.									
• Cares for skin, including special attention to blisters, swellings.									
• Recognizes insulin shock and ingests sugar.									
• Recognizes onset of diabetic coma (if possible) and seeks medical attention.									
• Wears a Medic Alert tag.									
SEIZURES									
• Seeks medical attention after first seizure.									
• Shows awareness of onset of seizure (Grand Mal) by moving to an uncluttered Place, lying down, etc.									

SOCIAL DEVELOPMENT

SUB-AREA: MEDICAL MANAGEMENT

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			
• Takes oral medication as appropriate, in dosage prescribed by M.D.									
• Wears Medic Alert tag.									
BIRTH CONTROL (See Sex Education section)									
RESPIRATORY									
• Recognizes symptoms of cold and treats it (liquids, rest, aspirin).									
• Describes complications of cold: long lasting cough, fever for longer than 48 hours, ear ache, sore throat longer than 48 hours, and seeks medical attention if symptoms occur.									
• Seeks medical attention if difficulty breathing, suffering from chest pain.									
TRACHEOTOMY									
• Cares for tracheotomy by changing dressing, cleaning skin surrounding checking for skin breakdown or infection.									
• Seeks medical advice if cough or fever develops.									
ALLERGIES									
• Avoids food, medications, etc. that produce reactions.									
• Uses medication, ointments in treatment of exzema.									
AUDIO-VISUAL AIDS									
• Cleans glasses, contact lenses.									
• Checks prescription every 2 years with ophthalmologist/audiologist									
• Changes battery in hearing aid.									
• Cleans earmold regularly.									
• Turns off hearing aid when not in use.									

SUB-AREA: MEDICAL MANAGEMENT

GOAL(S):

(See previous page)

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With: physical assistance	verbal assistance	demonstration	instructional setting	encouragement	Performance Unobserved	Not Applicable	COMMENTS
GENERAL									
•Has annual physical checkup.									
•Seeks medical advice if unusual physical condition develops.									
•Uses elementary first aid: washes cuts and scrapes, applies cold water to burns, etc.									
•Uses thermometer for measuring temperature.									

SOCIAL DEVELOPMENT

PERFORMANCE STATEMENTS	Performs Appropriately Without Assistance	Performs When Provided With					Performance Unobserved	Not Applicable	COMMENTS
		physical assistance	verbal assistance	demonstration	instructional setting	encouragement			

Next Step Suggestions

The following chart is intended to indicate a general hierarchy of skill complexity within Social Development. For example, a skill necessary for successful restroom use in the community is simple sight word recognition. On the next step of the chart the sight word vocabulary is extended to include words from forms and names from a personal phone list. Then sight word vocabulary is again extended to include menu items and public transportation signs. In a similar fashion, a money skill necessary for telephone use (coin recognition) is extended to include coin value addition and then price reading and counting change. It is important to remember that specific skills, not specific content, are the focus of the chart; teachers may find it helpful to organize such a chart for the activities of their classroom to help pinpoint the specific skills they are developing.

SKILL CONTENT COMPLEXITY / CONCEPT AREAS	SEX EDUCATION	EMOTIONAL DEVELOPMENT	MOTOR PLANNING	MONEY SKILLS	WRITING	READING
CONCRETE ↓ ABSTRACT	Process ↓	Process ↓	• business forms • time telling • travel • recreation • safety • medical management	• telephone use • travel • shopping • recreation • restaurant use • money and banking	• business forms • letter writing	• rest room use • telephone use • travel • shopping • restaurant use • business forms • safety • medical management

References

Biehler, R. Psychology Applied to Teaching. Boston: Houghton Mifflin Co., 1971.

Boston Center for Blind Children. Developmental Teaching Guide II: Developmental Activity File. Boston: Boston Center for Blind Children.

Educational Sciences, Inc. Behavior Resource Guide. Wallingford, Connecticut: Educational Services, Inc., 1973.

Elwyn Educational Material Center. Social Adjustment. Elwyn, Pennsylvania: Elwyn Institute, 1973.

Elwyn Educational Material Center. Responsibility. Elwyn, Pennsylvania: Elwyn Institute, 1973.

Fagan, S.A., & Long, N. Teaching children self control: A new responsibility for teachers. Focus on Exceptional Children, 1976, 7, (8).

Fischer, H.L. Sex Education for the Developmentally Disabled. Baltimore: University Park Press, 1974.

Halloran, W.E., et al. The Vermont Guide for Teaching Adolescents with Special Needs. Montpelier, Vermont: Vermont Department of Education, 1975.

Haslam, R. (ed.). Medical Problems in the Classroom. Baltimore: University Park Press, 1975.

Heiny, R.W. Resident Environment Analysis by Levels Scales, Manual for Use. (Experimental Edition). Nashville: Center for Communication, George Peabody College, 1974.

Horlock, D., & Tovar, C. Sex education for the multiply handicapped as it applies to the classroom teacher. Training School Bulletin, 1971, 68, (2).

Hornsby, C. Attending Behavior: Skills for Teaching Exceptional Children. Florida: Curricula Improvement Center, 1972.

Instructional Objectives Exchange. Attitudes Related to Tolerance. Los Angeles: Instructional Objectives Exchange, 1971.

Instructional Objectives Exchange. Measures of Self Concept. Los Angeles: Instructional Objectives Exchange, 1972.

Instructional Objectives Exchange. Sex Education. Los Angeles: Instructional Objectives Exchange, 1975.

Jordan, D. The Anisa Project. Amherst: University of Massachusetts.

Krathwohl, D.R., Bloom, B.S., & Masia, B.B. Taxonomy of Educational Objectives, Handbook II: Affective Domain. New York: David McKay Co., 1964.

Kurtz, P.D., & Neisworth, J.T. Self control possibilities of exceptional children. Exceptional Children, 1967, 42, (4).

Massachusetts Department of Education. Reference guide of performance statements. Core Evaluation Manual. Bedford, Massachusetts: Institute for Educational Services, 1974.

McDaniel, E.L. Inferred Self Concept Scale. California: Western Psychological Services, 1973.

Monterey County Office of Education. Pupil Development Progress Scale. Salinas, California: Monterey County Office of Education, 1970.

O'Toole, K., & Parks, J. C.E.P. Task Analysis of Community Experience Activities. Waltham, Massachusetts: Fernald State School (Unpublished).

Polk County Board of Public Instruction. Vocational Occupational Curriculum Model for Exceptional Children. Bartow, Florida: Polk County Board of Public Instruction, 1971.

Rothenburg, J.J. A Learning Adventure. Trumbull, Connecticut: Project Mecca, 1975.

Somerton, M.E., & Turner, K. Pennsylvania Training Model: Individual Assessment Guide. Harrisburg: Pennsylvania Department of Education, 1975.

Wood, M. (ed.). Developmental Therapy. Baltimore: University Park Press, 1975.

OBJECTIVES WORKSHEET

The following chart is provided as a recording format for the evaluator in the process of developing specific objectives. Many evaluators have a system of their own for recording information and developing objectives. Others will prefer to develop their own form to fit their own needs. The worksheet is included only as a model and as a convenience with the hope that each evaluator or teacher will redesign it for his/her own purposes.

Suggestions for Using the Objectives Worksheet

Following his/her observations the evaluator will have collected information in these categories:

1) Goals which are indicated as areas needing detailed assessment

2) Performance statements or skills which are not performed independently by the student and are therefore learning objectives

3) Conditions of skill performance including types of intervention or assistance, environmental variables such as setting and group size, and perhaps suggestions of types of materials or other specific content descriptors

4) Record of goals and skills which are currently a part of the student's performance repertoire and hence are performance strengths.

Using this information the evaluator develops the objectives which s/he would like to see included as part of this student's educational program.

On the following worksheet the evaluator records the "GOAL" behavior that will be an area of concentration and on the same line notes the "Skill Area" in which the goal falls and "Suggested Start Date" if desired.

On the line labelled "PERFORMANCE STATEMENT," the evaluator notes assessment information: the skill statement and the conditions of performance including assistance and setting and group size or special materials which affected the student's performance of that skill.

The next line on the worksheet is provided for recording the specific behavioral "OBJECTIVE" which is developed from the assessment information. The evaluator composes a full sentence which includes (a) the behavior or skill in the form of a verb, (b) the content or object of the verb, and (c) the conditions of performance which outline the situation in which performance is to be expected. Examples of "CONDITIONS" are "Given physical assistance," "in a one-to-one setting," "in a well-lit room."

For example: Given one-inch high printed raised letters and a one-to-one setting, John identifies all 26 letters of the alphabet by naming them.

OBJECTIVES WORKSHEET

	Skill Area:	Suggested S[illegible] Date:
GOAL:		
PERFORMANCE STATEMENT:	CONDITIONS (setting, assistance,etc):	Materials, Equipment, Etc.:
OBJECTIVE:		
PERFORMANCE STATEMENT:	CONDITIONS:	Materials, Equipment, Etc.:
OBJECTIVE:		
PERFORMANCE STATEMENT:	CONDITIONS:	Materials, Equipment, Etc.:
OBJECTIVE:		
PERFORMANCE STATEMENT:	CONDITIONS:	Materials, Equipment, Etc.:
OBJECTIVE:		

	Skill Area:	Suggested Start Date
GOAL:		
PERFORMANCE STATEMENT:	CONDITIONS	Materials, Equipment, Etc.:
OBJECTIVE:		
PERFORMANCE STATEMENT:	CONDITIONS:	Materials, Equipment, Etc.:
OBJECTIVE:		
PERFORMANCE STATEMENT:	CONDITIONS:	Materials, Equipment, Etc.:
OBJECTIVE:		
PERFORMANCE STATEMENT:	CONDITIONS:	Materials, Equipment, Etc.:
OBJECTIVE:		

EDUCATIONAL EVALUATION AND PLANNING PACKAGE

REVISION SUGGESTIONS

1. Mathematics____ Language Development 2____ Social Development____

2. Format Suggestions:

   A. General:______________________________

   B. Numbering Style:______________________________

   C. Type Style:______________________________

   D. Spacing:______________________________

3. Content Suggestions:

   A. Conceptual Organization:______________________________

   B. Suggested Revisions for Performance Statements:
   1) Additions -- write statement as it should appear and indicate its correct positioning in the text.______________

   2) Deletions -- identify and indicate rationale for deletion

   C. Suggested Chart Revisions (indicate which chart)______________

   D. Suggested Revision(s) in Instructions for use of EEPP 2 (cite page number and working to be deleted)______________

4. Binding and Publication Suggestions:______________________________

5. Other Suggestions:______________________________

Revision Suggestions should be sent to:

Ms. Lee Vorderer
Mass. Center
10 Hall Avenue
Medford, Mass. 02155